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THE STUDY OF HISTORY
IN THE
ELEMENTARY SCHOOLS

THE STUDY OF HISTORY
IN THE
ELEMENTARY SCHOOLS

REPORT TO THE
AMERICAN HISTORICAL ASSOCIATION
BY
THE COMMITTEE OF EIGHT

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I



INTRODUCTION

At the annual meeting of the American Historical Association in 1905, a conference was held on the topics: (1) Some suggestions for a course of study in history for the elementary schools; and (2) The preparation desirable for the teacher of history in these schools. The discussion which followed the presentation of the papers, taken part in by teachers of history from elementary and high schools, from normal schools and colleges, led to the adoption of the resolution: that it was thought desirable that a committee should be appointed to make out a programme in history for the elementary schools and consider other closely allied topics. In response to this request, the Association appointed a Committee of Eight to consider the problems suggested and make a report.

In making up the committee, care was exercised to secure a majority who should be in actual touch with the work of the elementary schools and as far as possible have representatives from the different sections of the country. Three superintendents of schools were appointed on the committee; two representatives of normal schools and two from the colleges. All of the members have, for a number of years, been actively interested in the problems under consideration.

We have held five meetings. In our labors we have striven to work out a plan of study which would bring about concerted endeavor, avoid duplication, and produce unity of purpose. However strongly at variance in their point of view

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individual members may have been, they have been convinced through the progress of the discussions that the great need, at present, is the sacrifice of individual preference to a common good.

We acknowledge our indebtedness to the many teachers of elementary history and superintendents of schools in different sections of the country who have so willingly contributed to the furtherance of our work. We trust that the report will be found helpful to all who are in any way interested in the problems we have undertaken to solve and that it may contribute toward making a fair start in the direction of a sane and uniform line of procedure.

EARLIER PROGRAMMES AND THE METHOD OF PROCEDURE ADOPTED BY THE COMMITTEE

As a preliminary to the work of the committee, it was determined to ascertain what had thus far been done towards formulating a programme in history for the elementary schools. No report which might be recommended, we were convinced, could hope for a favorable consideration on the part of history teachers unless we steadily kept in mind present conditions.

The able report of the Madison Conference on History, Civil Government and Economics must always be cited as the first real declaration on the part of a national organization that history is entitled to a place of dignity in the programmes of all secondary and elementary schools.* The simple, practical programme which was outlined was based on

* The Conference was held in Madison, 1892. Its conclusions were generally adopted by the Committee of Ten. The report was published by the Bureau of Education (1893). It was reprinted by the American Book Company (1894).

the work already being done in some of the good schools of the country and was believed not to be beyond the possible in any school where there was an efficient system of gradation. "History and the kindred subjects," so the first resolution reads, "ought to be a substantial study in the schools in each of at least eight years," and "the course should be consecutive." The programme adopted for a course in history was grouped as follows: The first group covering the last four years of the grammar schools and a second group, of four years, beginning with the high school. In the first group, two years were to be devoted to biography and mythology, a third year to American History and Civil Government, and a fourth year to Greek and Roman history "with their Oriental connections." Sanctioned by the National Educational Association, this report has had a far-reaching influence.

The effects of the report of the Committee of Seven presented to the American Historical Association (1898) are well known. A member of that committee prepared a report on the study of history in the elementary schools which has not received the attention it deserves. Besides giving an excellent summary of the conditions under which history was then taught, Miss Lucy M. Salmon outlined a six-year course of study which was thought suitable for the elementary schools of the country. In grades three and four the biographies of great men were to be presented. Elementary Ancient History; Mediæval and Modern History; English History; and American History were recommended for the succeeding grades.

These two reports represent the only attempts, so far as we are aware, to secure through the assistance of a national organization some uniformity in the programme for history in

our elementary schools. In the meantime, however, individual writers; many superintendents of schools; teachers, and associations of teachers have given much attention to the subject.

In ascertaining what the present conditions are, a circular of inquiry was sent to about two hundred and fifty superintendents of schools in different parts of the country. The schools were selected, upon the recommendation of competent authorities, as typical schools. The conclusions reached from the answers to these letters are presented in Appendix I to this report.

Teachers of history in the elementary schools have been consulted on the various features of the report. Besides, a number of teachers' associations in different parts of the country have discussed the most important phases. By thus offering an opportunity for free discussion, many teachers have given desirable information as to the conditions actually obtaining and have aided the committee by practical suggestions. Such a discussion constituted a part of the programme of the History Teachers' Association of the Middle States and Maryland shortly before the appointment of the committee. Suggested portions of the report have been considered by the History Teachers' Association of the North Central States and the Chicago History Teachers' Association. Other phases have been discussed in the three Annual Conferences which have constituted a part of the programme of the American Historical Association. The New England History Teachers' Association joined with the American Historical Association in the last of these conferences. A provisional report covering the course of study for the last three grades was prepared for distribution to the members of the association. It was made the foundation for a paper

presented before the meeting of the National Superintendents (1907), and before the History Teachers' Association of the Middle States and Maryland. We have profited through these many discussions even though it was not deemed advisable, and, in fact, would have been impossible, to adopt all the suggestions which were offered.

Three members of the committee, Superintendent Van Sickle, Dr. Sachs, and Dr. James, have, during the period of our investigation, spent some months in England, Germany, and France. They were granted the privilege of observing the actual work in the elementary schools of those countries, and we have thought it desirable to present some foreign programmes now in actual operation. See Appendix II.

We are persuaded, therefore, in presenting this final report, that it cannot be said that we have reached conclusions hastily, nor that it is the result of the working out of fine spun theories on the part of college men. While it may not represent the best conceivable plan, it does present one which has been definitely and carefully considered. We believe that it is entitled to a full trial on its merits.

THE POINT OF VIEW ADOPTED

We do not deem it necessary to set forth in elaborate argument the desirability of providing for history in every grade of the elementary schools.* We again call attention to the replies tabulated in Appendix I, where it is shown that almost two-thirds of the typical schools of the country do give a place in the programme of each year to elementary history. To be sure, the plans are almost as numerous as

* The value of historical study is well presented in the report of the Committee of Seven, pp. 16-26.

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there are schools, but the recognition of the need is none the less genuine.

We believe that a leading aim in history teaching is to help the child to appreciate what his fellows are doing and to help him to intelligent voluntary action in agreement or disagreement with them. To accomplish these results, there must be continuous attention, in each of the grades, to events in the past which the pupil can understand, and also to contemporary problems suited to his intelligence. The various fields of human activity must be drawn upon for these events, political, industrial, social, educational, religious, and no one of them should exclude the others.

Fundamentally, our plan is based on the proposition that the history teaching in the elementary schools should be focused around American History. But we do not mean to imply that American History signifies an account of events alone which have occurred in America. (Our aim is to explain the America of to-day, its civilization, its institutions and its traditions.) America cannot be understood without taking into account the history of its peoples before they crossed the Atlantic. It may be objected that this is the equivalent to studying European History which, by implication, we have excluded. To a certain extent, this objection is well founded, although it is evident that if those characteristics and incidents are chosen which are indispensable to enable the pupil to understand the peoples who followed Columbus, Cabot and Cartier across the Atlantic the objection loses most of its point. Too much emphasis has been laid upon the Atlantic as a natural boundary not merely of the American continent, but also of the history of America. Teachers cannot afford to content themselves with the ordinary commonplace about the brevity of American History,

unless they are careless of the very object of giving instruction in the subject.

In subdividing the subject matter, the committee recommends the following periodization. For the sixth grade, those features of ancient and mediæval life which explain either important elements of our civilization or which show how the movement for discovery and colonization originated. A few great incidents or typical characters of the ancient and mediæval world have been added because these memories are a part of the universal heritage of mankind.

It is by no means intended that groups of topics outlined in grade six should be taught as organized history. Such a use of the material suggested would utterly defeat the purpose in view. Pupils in this grade are not prepared to study scientific history in its logical and orderly development. But they are prepared to receive more or less definite impressions that may be conveyed to them by means of pictures, descriptions, and illustrative stories, arranged in chronological sequence. In receiving such impressions, they will not understand the full meaning of the great events touched upon, but they will catch something of the spirit and purpose of the Greeks, the Romans, and other types of racial life. In outlining the work suitable for this grade, we were governed by the following considerations: First, the desire to emphasize *geographical facts*, not only those which form a part of the history of the discoveries of the fifteenth and sixteenth centuries, but also the simpler incidents of previous geographical discovery. Second, the desire to put the facts of emigration to America in connection with earlier movements of peoples. Third, the effort to show, in a very simple way, the civilizations which formed the heritage of those who were to go to America, that is, to explain what America started

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with. Lastly, to associate the three or four peoples of Europe which were to have a share in American colonization with enough of their characteristic incidents to give the child some feeling for the name "England," "Spain," "Holland," and "France." It may be added that some effort must be made to show how Europeans became divided in religion just as this work was beginning.

We recommend that in the seventh grade the settlement and growth of the colonies be taken up with enough of the European background to explain events in America having their causes in England or Europe. The American Revolution should also be considered in this grade.

The subject matter for the eighth grade would include the inauguration of the new government, the political, industrial and social development of the United States, westward expansion and the growth of the great rival states of Europe.

In neither the seventh nor the eighth grade is it the purpose to give much attention to affairs in Europe nor in South America, but the aim should be to bring more into view than has been customary the broad sweep of the revolutionary movement, and also to show, near the close of the course in the eighth grade, enough of the reconstruction of modern Europe to enable the pupil to gain some comprehension of what England, France, Germany, and Italy have become through the events of the last fifty years. Without submitting a detailed list of topics, it is difficult to avoid the impression of over-emphasizing the European elements. They must, in any brief statement, be stated *emphatically* simply because they are so often ignored altogether. Their importance may be shown from one or two illustrations taken from the period 1763-1825. All American histories

touch the question of impressment and the rights of neutral commerce, but in teaching the subject in the elementary school the great European struggle which brought these questions to the front and which partially explains, if it does not excuse, England's exasperating conduct, is generally ignored. In explaining the pre-revolutionary controversy, would not the grievances of the American colonists be better understood, if the much worse grievances of the Spanish colonists were touched upon at the same time, and if some little account were given of the condition of the European peoples at home? A simple explanation of the changes effected by the French during their Revolution would also bring out the exact political character of our own struggle against the English government. Some notions of the revolt of the Spanish colonies is a fitting sequel to the whole subject.

Fundamental also, to the interpretation of our programme, is the proposition that if we would maintain continued interest through the elementary course, we offer in each of the several years *one distinct* portion or section of our country's history; that we present this *fully* and *finally* as far as the history teaching in the elementary school goes; that we avoid the recurrence in successive years of subject matter that has once been outlined for the elementary pupils.

The interest of the pupils in the higher grammar school classes cannot be stimulated by a slightly expanded treatment of a core of subject matter that has become thoroughly familiar to them. On a large scale, there should prevail, it seems to us, the method that characterizes the good story teller. To hold the attention of his youthful listeners, he disposes his material so that he reaches several distinct climaxes in the progress of his narrative. He refrains from

disclosing prematurely the final issue of his story; he elaborates as much of his tale as his youthful hearers can apprehend at one sitting, rounds out his account in picturesque detail, and makes them eager in anticipation of the succeeding episodes of the narrative. Our history teaching in the past has failed largely because it has not been picturesque; it has been an error to strive for a hurried survey of the whole field; we have repeated and enlarged the picture in successive years, but the charm of surprise and novelty has been lost and pupils have failed to appreciate the value of further elaboration when the initial interest has been forestalled. We are convinced also that nothing would be more helpful to the teacher of a particular grade than to know that there are certain subjects which belong to that grade alone and that the *life* of the subject had not been taken in an earlier grade.

It may be well to state here once more what has been attempted and to contrast it with what we have recognized as an utterly futile effort. We have steadily avoided the temptation to develop an *ideal* plan of history teaching, and we would certainly not pronounce our scheme an improvement on the best that has ever been done in this country; but we know that what is attainable in the most favored school systems in the country cannot be made the standard for the elementary schools the country through. We have, however, adopted a grouping of the work so broad that it affords the fullest scope for the most accomplished elementary teacher of history, and again, so flexible that the teacher of lesser attainments, of restricted information, can make it the basis of a sound and logical presentation with the more meagre opportunities for self culture which may be at his or her disposal. No one of us has for a moment assumed

that there is to be a *rigid* adherence to *detail* in the minor subdivisions of each year's work. We know that to the superficial reader there seems to be offered more material than the average public school teacher can present, or the average public school pupil can retain. But let it be borne in mind that whilst the arrangement of subject matter should be thoroughly scholarly, its handling may be of the simplest; the presentation of each larger topic is to be free of all technicalities of language and thought.

It is not in the well-equipped city school with library facilities within easy reach that the need of such definite grouping of the subject matter is most keenly felt. We grant that teachers in such schools will often be capable of offering more than the topics suggested. But we want a feasible working scheme for the less favored teacher, and we urge that a scheme like the present one, unless it be pronounced absolutely invalid, be given a fair trial.

There is, it seems to us, one cardinal difference between this and former suggestions of general history courses. This is not a course so visionary in character that we must look a generation ahead in order to anticipate its possible realization. We have distinctly kept in view the demands of the hour, the capacities of teachers as they exist. It is proposed to utilize these capacities, not that we are committed to accept their present practices, but that we aim to stimulate them along the lines of which they are capable. We are convinced that the grouping of subject matter for the several grades will better serve the purpose of all history teaching in the grades, will awaken a distinct curiosity in the relation of American conditions to the rest of the world; and for that reason it has seemed to us correct to clothe with flesh the bare and unattractive skeleton of the whole of

American history. And, finally, we have kept in view the *unity* of the whole presentation which those impair who thrust a year of English history into the seventh grade of the grammar schools.

We would call attention also to the further fact that there have been embodied in the considerations of the committee questions that are hardly of less moment than the central issue of a proper distribution of historical subject matter. Fundamental is the question of co-ordination; what contribution to the purely historical narrative can the study of geographical environment offer? How may pupils be brought into the more complete realization of their duties as young citizens through the elementary lessons on government? What literary productions, inspired by historical events or interpretative of their significance, can enlarge the pupil's vista? What illuminations do the creations of great artists bring to these same pupils? And, above all, what range of mental experience will give us the sympathetic, well-informed teacher of the subject?

Varied as are these aspects, it is all-important that a unifying principle should dominate their consideration; the attitude on the general scope of the work should not be antagonized in the prosecution of these detailed interests; it is from the concentration of thought on these several points that we anticipate the real success of the whole project.

The report of the committee is not an official syllabus for class use, but it may be safely expected that if on its vital features agreement can be reached there will come into being more than one series of history texts, some simple, some more detailed, that will carry into practice the points of view it embodies. With no central organization, no paternal educational administration, such as exists in Euro-

pean nations, to unify our work, we are dependent, if we would gradually emerge from the hopeless diversity that characterizes our history teaching, upon concerted efforts like the present one.

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**THE STUDY OF HISTORY
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FIRST GRADE.

INTRODUCTION.

The object of a course in history for the first two grades is to give the child an impression of primitive life and an appreciation of the public holidays. Indian life affords the best example of primitive customs. There is an abundance of material available, and it should be so ordered that the child's interest may be maintained. There are two holidays that all classes of people in America should celebrate—Thanksgiving Day and Washington's Birthday. In addition to these, each state or locality has its public days, and the first and second grade children should be taught to enter into the spirit of the occasion and grow to respect the historical background that has made these public days possible. So much is expected of every school. The outline is divided into groups, each group covering a period of indefinite length.

GROUP A.—INDIAN LIFE.

(This group should be presented by the teacher during the first months of school—that is, during the months of September and October. This covers the period of Indian summer.)

THE STUDY OF HISTORY

1. Historical background.
 - (a) Description of Indian home.
 - (b) Description of Indian babyhood.
 - (c) Description of Indian boyhood.
2. Stories.
 - (a) Childhood of Hiawatha.
 - (b) Legends of Red Children.
3. Pictures.
 - (a) Indian warrior.
 - (b) Indian mother, baby.
 - (c) Wigwam.
4. Construction.
 - (a) Wigwam, doll dressed to represent Indian.
 - (b) Indian home scene constructed upon the sand table.
 - (c) Animals mentioned, through moulding or paper cutting.

TEACHERS' LIST:—Starr: American Indians.

Drake: The Making of New England.

Longfellow: Hiawatha.

(The books referred to under "children's list" are too difficult for 1st, 2d and 3d grade reading. They are given as foundations for story telling.)

CHILDREN'S LIST:—Pratt: Legends of Red Children.

Husted: Story of Indian Children.

—— Story of Indian Chieftains.

Burton: The Story of the Indians of New England.

GROUP B.—IN CONNECTION WITH THANKSGIVING DAY.

(This group should be begun in the month of November. Stories of the "Mayflower" and of Plymouth Rock could lead up to the first Thanksgiving Day. The subjects contained in this group, however, could extend over the months of Decem-

ber and January. Indian life appears in its relation to the first settlers. The severe winter experienced by the Pilgrim Fathers affords background for stories during the winter months.)

1. Historical background.
 - (a) Landing of the Pilgrims.
 - (b) Thanksgiving Day.
2. Stories of
 - (a) The *Mayflower*.
 - (b) Plymouth Rock.
 - (c) The first Thanksgiving Day.
 - (d) Miles Standish.
 - (e) Samoset and Squanto.
 - (f) The first winter.
3. Pictures.
 - (a) Pilgrim Settlers.
 - (b) Landing of the Pilgrims.
 - (c) Thanksgiving scene.
4. Construction; Paper cutting; clay modelling of animals, fruits incident to Thanksgiving.

TEACHERS' LIST:—Earle: Customs and Fashions of Old New England.

Fiske: Beginnings of New England.

Bradford: Journal.

Lodge: A Short History of the American Colonies.

CHILDREN'S LIST:—Tiffany: Pilgrims and Puritans.

Pratt: Colonial Children.

Hart: Colonial Children.

Lane and Hill: American History in Literature.

Drake: The Making of New England

Pousson: The Children's World.

Bailey and Lewis: For the Children's Hour.

THE STUDY OF HISTORY

GROUP C.—IN CONNECTION WITH THE CELEBRATION OF WASHINGTON'S BIRTHDAY.

1. History—Celebration of Washington's Birthday.
2. Stories of
 - (a) Washington's boyhood.
 - (b) His home, parents, brothers and sisters.
 - (c) His playmates, dogs and horses.
 - (d) Flower bed.
 - (e) His mother's love for him; his love for her.
3. Pictures.
 - (a) Washington.
 - (b) Dress, costume of Colonial times.
4. Construction; Paper cutting.
 - (a) Continental soldier's hat.
 - (b) Gun.
 - (c) Tent.

TEACHERS' LIST:—Scudder: Life of Washington.

Lodge: Life of Washington.

Hapgood: Life of Washington.

CHILDREN'S LIST:—Pratt: American Stories for American Children.

Poulsson: In the Child's World.

Eggleson: A First Book in American History.

Hart: Camps and Firesides of the Revolution.

GROUP D.—IN CONNECTION WITH LOCAL EVENTS.

(Each state has one or more events commemorating some local, state, or even national history. The children should derive impressions of their importance. Different states have different days. It is the purpose of this group to emphasize the importance of bringing these events into the school life of the children.)

1. Historical background.
Celebration of important state, city or town events.
2. Stories of
Incidents and characters pertaining to such events.
3. Pictures of
Characters or events illustrative of this group.
4. The flag.

TEACHERS' LIST:—Local history of the place, county, state.

SECOND GRADE.

GROUP A.—IN CONNECTION WITH INDIAN LIFE.

1. Historical background—Indian characteristics.
2. Stories—selections from Hiawatha.
 - (a) Story of Indian method of teaching.
 - (b) Story of Indian method of discipline.
 - (c) An Indian hunting scene.
 - (d) Indian customs upon return of victor.
 - (e) Part played by Indian women.
3. Pictures.
 - (a) Indian warrior.
 - (b) Manners and customs of Indians.
4. Construction.
 - (a) Canoe, bow and arrow, tomahawk.
 - (b) Wigwam made of poles and fur rugs, containing Indian relics.

TEACHERS' LIST:—See Grade I.

Also Cooper's Leather Stocking Tales.
Manly: Southern Literature, "Harvest Home of the Indians."

CHILDREN'S LIST:—See Grade I.

Tanner: Legends of the Red Men.
Scribner: Indian Stories Retold from St. Nicholas.

GROUP B.—IN CONNECTION WITH THANKSGIVING DAY.

1. Historical background.—Celebration of Thanksgiving Day.

2. Stories from the first school readers.
 - (a) Life in England at the time of the Pilgrim emigration.
 - (b) Voyage of *Mayflower*.
 - (c) Conditions of life in new country.
 - (d) Friendly attitude of Indians.
 - (e) Planting corn.
 - (f) Thanksgiving feast.
3. Pictures, dress, manners and customs of Pilgrims.
4. Construction, paper cutting, clay modelling of animals, and fruits incident to Thanksgiving.

GROUP C.—IN CONNECTION WITH WASHINGTON'S BIRTHDAY.

1. Historical background—celebration of Washington's Birthday.
2. Story of little George Washington—Story hour.
 - (a) His home; plantation life.
 - (b) Modes of travel; horseback; boats.
 - (c) His friend, Richard Henry Lee.
 - (d) Story of the colt.
 - (e) His school life.
3. Pictures.—Washington, Mt. Vernon.
4. America (to be memorized).
5. Story of the flag.

TEACHERS' LIST:—See Grade I.

Also, Bancroft: History of the United States.

CHILDREN'S LIST:—See Grade I.

Half a Hundred Stories: told by nearly Half a Hundred Persons.

Austin: Collection of Kindergarten Stories,

GROUP D.—IN CONNECTION WITH LOCAL EVENTS.

(See Grade I, Group D.)

Local History of the place.

GROUP E.—MEMORIAL DAY.

1. Historical background—Observing Memorial Day.
2. Stories—Selected stories of Civil War heroes.
3. Pictures of Civil War heroes.
4. The flag.

TEACHERS' LIST:—Rhodes: History of the United States.

Ropes: Story of the Civil War.

Hart: Source Book of American History.

Manly: Southern Literature.

CHILDREN'S LIST:—Scribner: Civil War Stories Retold
from St. Nicholas.

Hart: Romance of the Civil War.

Page: Two Little Confederates.

— Among the Camps.

THIRD GRADE.

PICTURES OF HISTORICAL SCENES AND PERSONS IN DIFFERENT AGES.

INTRODUCTION.

In the first and second grades the centre of interest is in primitive life and public holidays. An historical background is given that supplies the teacher with an abundance of material for making these vital points permanent in the child's life. In the third grade the child is able to read understandingly. The outline is here changed in order to supply the child of this age with stories that will tend to develop an historical sense, and the teacher with subject-matter to supplement reading. The heroism of the world is drawn upon. Public holidays should, however, receive the greatest consideration from the teacher. The entire outline of the second grade should be reproduced, not only in the third grade, but in every subsequent grade; for the spirit that prompts the city, the state or the nation to set aside a day of remembrance should find expression in each grade.

GROUP A.—HEROES OF OTHER TIMES.

(The characters designated in this group are selected as much for their interest as for their historical merit. In treating them the teacher should always distinguish between the legendary and the historic.)

THE STUDY OF HISTORY

1. Joseph, Moses, David. [Tappan: Bible Stories.]
Ulysses. [Clarke: Story of Ulysses.]
Alexander. [Guerber: Story of the Greeks.]
Cincinnatus, Horatius. [Guerber: The Story of the Romans.]
2. William Tell, Roland.
3. Canute, Alfred, Robert Bruce, Joan of Arc; Harroun: [Haaren and Poland: Famous Men of the Middle Ages.]

TEACHERS' LIST:—Bulfinch: Age of Chivalry.
 Arnold: Stories of Ancient People.
 Plutarch: Lives.
 Church: Stories from English History.
 Baldwin: Old Greek Stories.
 —— Story of Roland.

CHILDREN'S LIST:—Haaren and Poland: Famous Men of Greece.
 —— Famous Men of Rome.
 —— Famous Men of the Middle Ages.

GROUP B.—COLUMBUS.

1. Boyhood and early training.
2. Marco Polo's influence, stories of his travels.
3. Knowledge of the geography of the world.
4. Struggle to gain aid.
5. (a) Voyage.
 (b) Pictures of Columbus; his three ships.

GROUP C.—THE INDIANS.

1. The warrior, hunting and fishing.
2. The home, occupation of women.
3. Animal life that surrounded the home.

TEACHERS' LIST:—Irving: Life of Columbus.
Fiske: Discovery of America.
Hart: Source Book of American History.
Manly: Southern Literature.

CHILDREN'S LIST:—Pratt: American History for American Children.
Hart: Colonial Children.
Eggleson: First Book of American History.
Johonnot: Ten Great Events in History.
Lane and Hill: American History in Literature.

GROUP D.—IN CONNECTION WITH INDEPENDENCE.

(Although Fourth of July comes when few schools are in session, children should derive some impression of its importance.)

1. Historical background—July 4th.
2. Stories of the flag.
 - (a) The first flag and Betsy Ross.
 - (b) Number and color of stripes.
 - (c) Color of field.
 - (d) Number of stripes.
 - (e) Meaning of colors.
3. Star-Spangled Banner (to be memorized).

TEACHERS' LIST:—Fiske: The American Revolution.
Hill: Liberty Documents.
Lodge: The American Revolution.

CHILDREN'S LIST:—Hart: Camps and Firesides of the Revolution.
Pratt: American History for American Children.
Tiffany: From Colony to Commonwealth.

FOURTH GRADE.

HISTORICAL SCENES AND PERSONS IN AMERICAN HISTORY.

GROUP A.—AMERICAN EXPLORERS.

1. (a) Columbus discovers America.
(b) Columbus Day should be celebrated October 12th.
2. Later stories of Columbus period.
3. Ponce de Leon, Cortez, De Soto, Magellan.
4. Cabot, Drake and Raleigh.
5. Champlain, Hudson.

TEACHERS' LIST:—Fiske: Discovery of America, Vol. I,
chaps. 3-5.

Prescott: Conquest of Mexico.

Hart: Contemporaries, Vol. I, Nos. 19,
21, 22.

Irving: Life of Columbus.

Parkman: Struggle for a Continent, pp.
83-120.

CHILDREN'S LIST:—Tappan: American Hero Stories, pp.
1-14.

Gordy: American Explorers, pp. 1-23.

Southworth: Builders of our Country,
pp. 24-37.

Pratt: Explorations and Discovery, pp.
17-33.

GROUP B.—VIRGINIA LIFE.

1. John Smith, Pocahontas.
2. Industries, manners, customs of first settlers.

3. Relations with the Indians.
4. Black Beard the Pirate.

TEACHERS' LIST:—Fiske: Old Virginia and Her Neighbors,
Vol. I, pp. 102-112.

Lodge: Short History of the English
Colonists in America, chap. II.

CHILDREN'S LIST:—Pratt: The Early Colonies, pp. 33-66.
Southworth: Builders of Our Country,
pp. 73-89.
Gordy: American Leaders, pp. 42-55.
Tappan: American Hero Stories, pp.
38-49.

GROUP C.—NEW ENGLAND LIFE.

1. Miles Standish, type of Pilgrim.
2. John Winthrop, type of Puritan.
3. John Eliot, type of Missionary.
4. King Philip, type of Indian.
5. Industries, manners and customs of the New Eng-
land settlers.

TEACHERS' LIST:—Fiske: Beginnings of New England,
chap. II.

Lodge: Short History of American Col-
onists.

Bradford: Journal.

Stimson: King Noanett (Fiction).

CHILDREN'S LIST:—Southworth: Builders of Our Country,
pp. 89-110.

Tappan: American Hero Stories, pp.
59-72; 84-96.

Gordy: American Leaders, pp. 64-81.

GROUP D.—DUTCH, QUAKER AND OTHER SETTLERS.

1. Peter Stuyvesant.
2. Manners, customs, industries of New Netherlands.

3. William Penn.
4. Manners, customs and industries of the Quakers.
5. James Oglethorpe.
6. Manners, customs and industries of Southern planters.

TEACHERS' LIST:—Eggerton: *Our First Century*, chapters X-XIV.

— *Life in the Eighteenth Century*, chap. III.

Fiske: *Dutch and Quaker Colonies in America*, Vol. I, chap. II.

Irving: *Knickerbocker's History of New York*.

— *Sketch Book*.

Barr: *Bow of Orange Ribbon*.

Hart: *Contemporaries*.

Earle: *Colonial Customs*.

CHILDREN'S LIST:—Gordy: *American Leaders*, pp. 92-103.

— *American Explorers*, chap. IX.

Pratt: *The Early Colonizers*, Vol. III, pp. 104, 158, 167.

Tappan: *American Heroes*, pp. 73-84, 108-117.

Guerber: *Story of the Thirteen Colonies*, pp. 88-106.

Southworth: *Builders of Our Country*, Vol. I, pp. 130-142, 187-197.

Hart: *Colonial Children*, pp. 140-143.

GROUP E.—LOCAL PIONEERS.

1. Local or state pioneers.
2. Relations with Indians.
3. Striking characteristics.

GROUP F.—NEW FRANCE.

1. La Salle.
2. Life of the trapper, the Jesuit missionary, and the soldier of New France.

TEACHERS' LIST:—Parkman: *A Struggle for a Continent*, pp. 180–186, 195–223.

Fiske: *New France and New England*, chap. VII–X.

Eggleson: *Our First Century*, chap. XV.

CHILDREN'S LIST:—Pratt: *The Early Colonies*, pp. 29–51.

Bass: *Stories of Pioneer Life*, pp. 13–33, 46–54.

Gordy: *American Leaders*: pp. 103–114.

Blaisdell: *Story of American History*, pp. 106–139.

Eggleson: *Stories of American Life and Adventure*, pp. 9–31.

Hart: *Colonial Children*, part 4.

Thwaites: *Marquette*.

GROUP G.—GEORGE WASHINGTON.

1. Boyhood, plantation life in Virginia.
2. Washington as surveyor.
3. His famous journey to the Ohio river.
4. With Braddock.

GROUP H.—BENJAMIN FRANKLIN.

1. Boyhood, his trip to Philadelphia.
2. As an inventor.
3. Aid to the Colonies. (With special reference to French and Indian War.)
4. "Poor Richard."

TEACHERS' LIST:—Morse: Benjamin Franklin.
Lodge: George Washington.
Fiske: The American Revolution, Vol. I.
Franklin: Autobiography.

CHILDREN'S LIST:—Blaisdell: Story of American History,
pp. 222–250, 296–311.
Pratt: Foundations of the Republic,
pp. 84–143.
Gordy: American Leaders, pp. 175–
189.
Tappan: American Heroes, pp. 117,
173.
Southworth: Builders of Our Country,
Vol. I, pp. 208–226, Vol. II, chap.
III.
Scudder: George Washington.

FIFTH GRADE.

HISTORICAL SCENES AND PERSONAGES IN AMERICAN HISTORY.

(Constant correlation of geography through maps of country and route maps. Also much correlation of literature and picture study.)

GROUP A.—NARRATIVE MAINLY BIOGRAPHICAL. BEFORE THE REVOLUTION.

1. Patrick Henry.
2. Samuel Adams.
3. Benjamin Franklin.

(Review briefly the life of Benjamin Franklin presented in the fourth grade; and emphasize especially here his attempts at compromise and his great services during the Revolution.)

TEACHERS' LIST:—Semple: American History and its Geographical Conditions.

Statesman Series. Lives of Patrick Henry, Samuel Adams, and Benjamin Franklin.

CHILDREN'S LIST:—Tappan: American Hero Stories.

Gordy: American Leaders, pp. 146-163; 175-187.

Eggerton: Life in the Eighteenth Century, p. 145.

Pratt: The Foundations of the Republic, p. 205.

GROUP B.—THE REVOLUTION.

1. George Washington.
2. Declaration of Independence.
3. Stories of the army.
4. Benjamin Franklin. (With special reference to the Revolution.)

TEACHERS' LIST:—Hapgood: Washington.

Lodge: Washington.

— The American Revolution.

CHILDREN'S LIST:—Gordy: Colonial Days, pp. 202-213.

— American Leaders, pp. 189-209.

Southworth: Builders of Our Country,
Vol. II, chapters III-IV.

Blaisdell: Story of American History,
chap. XV.

GROUP C.—OTHER REVOLUTIONARY HEROES.

1. Nathan Hale.
2. Nathaniel Greene.
3. Morgan.
4. Marion.
5. Paul Jones.
6. LaFayette.
(Accounts of Trenton, Saratoga, Guilford Court
House and Yorktown.)

GROUP D.—THE GREAT WEST.

1. Daniel Boone; story of his life.
2. Boonesboro, manners and customs in early Kentucky.
3. Story of life on the Mississippi.
4. John Sevier, story of early life in Tennessee.

TEACHERS' LIST:—Lodge: American Revolution.
Fisher: The True Revolution.

CHILDREN'S LIST:—Brown: Nathan Hale, the Martyr Spy.
Gordy: American Leaders, pp. 211-274.
Blaisdell: Story of American History,
pp. 250-270-286-296.
Southworth: Builders of Our Country,
Vol. II, pp. 84-97, 116-123.
Tappan: American Heroes, pp. 200-
207.
Bass: Stories of Pioneer Life, pp. 33-46.
Thwaites: Life of Daniel Boone.

GROUP E.—THE NORTH-WEST.

1. George Rogers Clark; winning the North-west.
2. Life in Kaskaskia, Vincennes.
Tappan: American Heroes, pp. 185-
193.
- Pratt: The Foundations of the Repub-
lic, Vol. V, pp. 143-150.
- Churchill: The Crossing.
- Maurice Thompson: Alice of Old Vin-
cennes.

GROUP F.—THE NEW REPUBLIC.

1. Washington; his inauguration.
2. Locating the Capital.
3. Eli Whitney, life on a cotton plantation.
Southworth: Builders of Our Country,
Vol. II, pp. 123-127.

GROUP G.—INCREASING THE SIZE OF THE NEW REPUBLIC.

1. Thomas Jefferson, his inventions, how he secured
rice for Southern plantations.
Southworth: Vol. II, pp. 108-116.
- Gordy: American Leaders, pp. 234-
246.

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2. Jefferson as president: purchase of Louisiana, description of New Orleans, a walled town.
Hitchcock: Purchase of Louisiana.
3. Lewis and Clark, story of expedition and discoveries.
(Compare size of territory before and after purchase.)
Lighten: Lewis and Clark.
4. Andrew Jackson, Indian fighter. Florida. (Compare size of territory before and after purchase of Florida.)
Gordy: American Leaders, pp. 253-262.
Southworth: Builders of Our Country, Vol. II, p. 149.

GROUP H.—INTERNAL IMPROVEMENTS.

1. The first steamboat—life of Fulton.
Gordy: American Leaders, pp. 217-253.
Southworth: Builders of Our Country, Vol. II, pp. 127-135.
2. The first railroad—story of first train.
3. The Erie canal, its importance, natural roads.
4. The telegraph—life of Morse.
Gordy: American Leaders, pp. 273-283.
Southworth: Builders of Our Country, pp. 180-186.

GROUP I.—THE REPUBLIC GROWS LARGER.

1. Sam Houston.
2. David Crockett, story of the Alamo.
Tappan: American Heroes, pp. 237-246.

3. Fremont, Kit Carson. (Compare size of territory before and after acquisition of Mexican territory.)
Fairbanks: *The Western United States*, pp. 106, 215-290.
4. Spanish missions in the South-West.
Blaisdell: *Story of American History*, chap. XXII.
5. Discovery of gold in California.

GROUP J.—THREE GREAT STATESMEN.

1. Webster, Clay, Calhoun.
2. Early life and work.

Sparks: *Men Who Have Made the Nation.*
Southworth: *Builders of Our Country*, Vol. II, pp. 158-176.
Gordy: *American Leaders*, pp. 264-271.

GROUP K.—THE CIVIL WAR.

1. Abraham Lincoln.

Southworth: *Builders of Our Country*, Vol. II, pp. 186-217.
Gordy: *American Leaders*, pp. 282-300.

2. Robert E. Lee.

Southworth: *Builders of Our Country*, Vol. II, pp. 229-238.

3. Anecdotes of other Northern and Southern generals.

GROUP L.—GREAT INDUSTRIES.

1. Cotton: the cotton field, the factory.
2. Wheat: the wheat field, grain elevators.
3. Cattle: cattle grazing, stockyards.
4. Coal and iron, the mines, the furnaces, the products.
Fairbanks: *The Western United States*, pp. 215-290.

SIXTH GRADE.

INTRODUCTORY NOTE.

The reasons which have led to the adoption of the following general plan of work for the sixth, seventh, and eighth grades have already been explained. It remains here to offer one or two cautions in regard to the use of the topics. Some of the topics may occupy a class five minutes, others the time of a whole exercise, others, possibly, longer, according to the judgment of the teacher. Numbers indicating, in the judgment of the committee, their relative value are appended either to the single topics or to groups of topics. Remarks are frequently appended, showing the line of thought which the topics are intended to develop. This line of thought gives unity to the whole work, and the teacher should keep it constantly in view in directing the work of individual exercises. If the unity of the general theme, particularly in the sixth grade, can be realized by some other treatment in individual instances, by omissions or by more detailed work, this will not interfere with the aim of the plan. The capacity of sixth grade pupils differs greatly from school to school. No plan can be regarded as adaptable to all conditions. It is for the director of the work to modify the details where the special conditions call for this. Above all, it must be remembered that the fundamental aim is not to store the child's mind with many detailed facts of general history, but to make certain impressions which shall exercise a guiding influence over the child's intellectual growth, to furnish him

with a framework into which his later reading or study shall place what he acquires. An interest in historical tales or situations, and a taste for simple historical narrative, should be an important incidental result.

In the list of topics submitted for the sixth grade those features of ancient and mediæval life have been illustrated which explain either important elements of our civilization or which show how the movement for discovery and colonization originated. A few great incidents or typical characters of the ancient and mediæval world have been added because these memories are a part of the universal heritage of mankind. In mediæval history special emphasis is laid upon England. It is not at all the intention to teach Greek, Roman, or mediæval history, though the topics are selected from these fields. It is natural that the topics seem to call for more time than that assigned for their treatment, because the reader recalls the richness of the material which lies all about him and feels irresistibly that somehow all these things must be included.

INTRODUCTORY EXERCISES.

The purpose of these introductory topics is to utilize the child's experience and knowledge in such a way as to impress upon his mind the elementary fact that Americans came originally from Europe, and brought with them all that Europeans up to that time had learned; in other words, that the beginnings of American ways of living are to be sought far back in the story of the world. The pupil in the sixth grade cannot be expected to appreciate the significance of this fact, but the impressions which he receives will turn his awakening curiosity in the right direction. It is not

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essential that all teachers use exactly the minor topics suggested, if they can accomplish the purpose better by means of other topics. The time of not more than four or five exercises should be given to this work. In talking about inventions, for example, it is not intended that the history of any invention be told in detail, but that just enough be said to impress upon the pupil the fact of its recency or antiquity. The work may close with an effort to show by means of a map where the civilized world was in the days when the older inventions were originated.

After this preliminary work the child should be ready to learn something of each of the peoples which have contributed a part to the stock of knowledge, skill, and character with which America started.

This topic has one unit of value.

(a) WHERE AMERICANS CAME FROM.

Newcomers.—Are there any persons in the community not born in America? Make a list of the lands from which they came. Find these lands on the map. What continent contains nearly all these lands?

How emigrants come.—Picture of an ocean steamship. How emigrants are admitted, for example, at New York. How they reach the places where they settle, using, if possible, illustrations of local interest.

Earlier Americans as emigrants.—This may be taught by taking a story, from local history, of the emigration of a group; for example, the Pilgrims in the *Mayflower*.

(b) WHEN AMERICA WAS UNKNOWN.

How the world looked when the Christian era began.—A study, with a map, showing that at that time most peoples lived about the Mediterranean, though

they had names different from the names their present-day successors bear—English called “Britons,” French called “Gauls,” Italians called “Romans.” The inhabitants of Greece were even in that time “Greeks,” and many Greeks lived in cities around the eastern and southern shores of the Mediterranean. Add ancient notions of the shape of the world, “Ultima Thule,” the “Antipodes.”

(c) WHAT AMERICANS STARTED WITH: A STUDY OF SOME ANCIENT INVENTIONS.

Some recent inventions.—The teacher may by questioning make a list of the most important modern inventions, like the telephone, the telegraph, the locomotive, or the steamship, which Americans or modern Europeans have invented.

Inventions made before Columbus discovered America. Attention may be centred on one, like printing with movable types, or may be divided between this and the compass and gunpowder, concluding with questions about the relative value of such inventions and of the more recent inventions.

Still older inventions, like the way to record our words, that is, through letters, or the way to build houses or ships. If the alphabet is chosen, our letters may be compared with Greek letters, with a simple explanation of Egyptian hieroglyphics or Babylonian cuneiform; if books are chosen, ancient forms of these may be explained; the same method may be pursued if houses or ships are taken, with the simple aim of showing the child that we Americans started with many things which had been invented or discovered ages before our ancestors arrived.

GEOGRAPHIC CONDITIONS: MAP STUDY OF GREECE AND HER NEIGHBORS.

This topic has one unit of value.

A. THE GREEKS AND WHAT WE HAVE LEARNED FROM THEM.

No peoples did more to begin the ways of living which we have, and which our forefathers brought to America, than the Greeks and Romans who lived about the shores of the Mediterranean when the Christian era began. The aim of the topics selected from Greek and Roman history is to illustrate the characteristics of Greek and Roman life, and at the same time to interest the pupil in a few of the greatest memories which the Greeks and Romans have left to all mankind to cherish. Emphasis should also be laid upon their work as spreaders of civilization wherever their cities were built or their rule was extended, for it was in this way that there came to be a *world*.

I. THE GREEKS, WHY WE REMEMBER THEM.

This topic has one unit of value.

Famous stories already learned through supplementary reading. With children who have learned these stories well, it is enough to ask them which ones they remember, with the aim to recall to their minds such stories as the Golden Fleece, Hercules, Siege of Troy, Wanderings of Ulysses. It is not intended to teach the stories; such work belongs rather to literature.

Famous Greek cities which still exist. On a map, point out Marseilles, Alexandria, Constantinople, and Athens, cities which can trace their history back to

the work of the Greeks. It is not intended that the teacher give the history of these cities. Use pictures. Tell something about each.

Unforgotten memories of Greek courage. Tell the story of Leonidas and the Three Hundred, or the story of Marathon, or the story of Salamis. A sufficient account of any of these incidents may be found in the standard histories of Greece, or even in the brief manuals, for example, in Oman's History of Greece.

2. THE GREEKS AS BUILDERS AND ARTISTS.

This topic has one unit of value.

Athens, the most splendid of ancient Greek cities. Show pictures of the Acropolis, and of the Parthenon, its most beautiful temple. Explain what the Acropolis was and the purpose for which the Parthenon was used. Show pictures of Greek statues, like the Venus of Milo, the Hermes, the Thrower of the Discus.

See, further, the report on Art. Also, Tarbell, History of Greek Art.

3. GREEK BOYS AND GREEK MEN.

This topic has one unit of value.

The Greek Boy, training and amusements, at Athens, at Sparta, the Olympic games.

To give impressions of other important parts of what the Greeks did the teacher may take one or both of the following:

Greek men, their love of ruling themselves. The explanation may pursue the following line. The Greek city included not only a large number of houses surrounded by a wall, but also much of the country-side, as far as the mountains which separated it from the neighboring city. The men, shut off from their

neighbors in this way, loved to manage their own affairs. Add a description of a Greek assembly in the open air, with a Pericles or a Cleon trying to persuade the citizens to do as he wishes.

The story of Socrates, one of the greatest of the Greeks; how he questioned men about what they thought was true; story of his death.

Church: Trial and Death of Socrates; more briefly in any manual of Greek Literature or Greek History.

TEACHERS' LIST:—Abbot: Pericles.

Holm: History of Greece, II, 196-206.

Church: Three Greek Children.

Mahaffy: Social Life in Greece.

CHILDREN'S LIST:—Church: Stories of the Old World.

Part I.

— The Story of the Odyssey; The Story of the Iliad.

Haaren and Poland: Famous Men of Greece.

Guerber: The Story of the Greeks.

Burt: Stories from Plato.

Kingsley: Heroes.

Baldwin: Old Greek Stories.

Arnold: Stories of Ancient Peoples.

Clark: Story of Ulysses.

4. MEN WHO CARRIED GREEK WAYS OF LIVING TO OTHER LANDS.

This topic has one unit of value.

Sailors, traders, and colonists; a Greek ship; products sought on shores of Black Sea; why the Greeks called it *Euxine*. With map show how widespread were the Greek colonies, pointing out Cyprus, Naukratis, Cyrene, Syracuse, the cities of Magna Græcia,

Massilia (Marseilles). The object of this work is to show, what has been suggested already in the reference to Greek cities, that the Greeks carried their knowledge and their ways of doing things around the shores of the Mediterranean, and so laid the foundation upon which others have built.

Holm: History of Greece, I, chap. XXI.

Bury: History of Greece, chap. II.

One of those to spread the Greeks' way of living was *Alexander the Great*; stories of his boyhood and of his great march to India.

Wheeler: Alexander the Great.

Here, as in the case of the Greek cities, the teacher should keep in mind the final impression which should result, namely, that the Greeks had an important share in making the ancient civilized world. Alexander's work has its special significance in relation to this, for whenever his victorious armies established his power a great impulse was given to what is called Hellenistic civilization, an adaptation to new conditions of the civilization of the *Hellenes*. This must not be presented to the pupils didactically, but they may receive right impressions of it through some account of the wonders of Alexandria, especially through a few statements about its great library with five hundred thousand manuscripts, or about its geographers, for example, Ptolemy, who, like modern geographers, discussed the roundness of the earth and attempted to measure its size on the equator. Their achievements were directly helpful to Columbus in planning for his voyage across the western ocean.

Alexandria: Holm, History of Greece, IV,
chap. XIV.

Mahaffy: Alexander's Empire, 135-141.

GEOGRAPHICAL CONDITIONS: ROME'S RELATION TO GREECE; HER ENVIRONMENT.

This topic has one unit of value.

B. THE ROMANS, WHAT THEY LEARNED FROM THE GREEKS, AND WHAT THEY HAVE TAUGHT US.

The Romans were the people that received what the Greeks had learned, added to it, and carried the new knowledge to what is now France, England, Spain, and to part of Germany, countries from which the discoverers and colonizers of America came. In this way the Romans are to be considered as one of the makers of America. Their work consisted chiefly in conquering and organizing as one world all the lands about the Mediterranean and in western Europe as far as the borders of Scotland and the German forests. The wonderful thing about them is that they began as an obscure tribe dwelling on the banks of the Tiber.

i. HOW THE ROMANS BEGAN.

This topic has one unit of value.

Stories about the Romans already learned. Recall, for example, Romulus and Remus, Horatius at the bridge, Coriolanus. As in the case of the Greek stories, they are not to be taught, simply recalled. They are not a part of the history of Rome, being only stories the Romans told about their early days.

Early Rome and her neighbors. Location of the early city, the region over which it ruled; struggles with warlike neighbors, illustrated by one story, either that of Cincinnatus or that of the Caudine Forks.

See any good manual on Roman History.

No attempt should be made to explain in detail the

development of the Roman power in Italy. The impression naturally conveyed by these stories is sufficient.

2. HOW ROME CONQUERED THE LANDS ABOUT THE MEDITERRANEAN.

This topic has one unit of value.

The story of the Roman expansion is too complex and detailed for children of this grade. They should know, however, that, as Alexander conquered the lands about the eastern Mediterranean and paved the way for the spread of Greek ideas and ways of living, the Romans conquered all the lands about the Mediterranean, east as well as west, south as well as north. Their astonishing success may be emphasized by enumerating the different modern countries included within the limits of these conquests. The tremendous character of the struggle may appear best from a single incident, the war with Hannibal. Even children may understand the skill with which Hannibal, time after time, eluded and then destroyed his antagonists. One example, Trebia, Lake Trasimenus, or Cannæ, is enough. This should be preceded by the story of his youthful oath, his march from Spain to Italy, and the passage of the Alps. In the end the stubborn patience of the Romans is triumphant, Hannibal is defeated at Zama and dies in exile.

In addition to the standard histories: see Morris, Hannibal; Smith, Rome and Carthage.

3. THE ROMANS IN THE WEST.

This topic has two units of value.

The phase of Roman expansion which is especially pertinent to the aim of this work is that which includes the invasion of Gaul and of Britain and the early struggles with the Germans. This phase explains the relation of the Romans to Western Europe, and shows why Americans, who came from Western Eu-

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rope, retain so many things originally taught either by the Romans or by their teachers, the Greeks. For the pupils the object is to be realized through impressions made by the story of simple but striking incidents.

Their greatest general, Julius Cæsar, and the Gauls, ancestors of the French. After the pupils have located Gaul on the map, illustrate simply with the story of Vercingetorix.

For the French, Vercingetorix is a national hero. The story of the insurrection under his leadership, after Cæsar had conquered Gaul, is full of stirring incidents. His fate was also tragic; after gracing a Roman triumph he was executed.

Cæsar and the Germans; simple story of the Ario-vistus incident, how the Romans were frightened by the immense size of the Germans, how Cæsar's camp followers wanted to return to Italy. The bridge Cæsar built over the Rhine, its purpose; why Ario-vistus had crossed into Gaul.

Cæsar and the Britons; why Cæsar wanted to invade Britain; the Druids; how he crossed the Channel, his landing, why he did not subdue the Britons.

TEACHERS' LIST:—Fowler: *Julius Cæsar.*

Guizot, *History of France*, Vol. II.

Ramsay: *Foundations of England*, chap. III; more briefly in any manual of English history.

CHILDREN'S LIST:—Andrews: *Ten Boys.*

Guerber: *Story of the Romans.*

Haaren and Poland: *Famous Men of Rome.*

Clarke: *Story of Æneas.*

— *Cæsar.*

Church: *Roman Life in the Days of Cicero.*

Plutarch: *Lives.*

4. ROME CAPITAL OF AN EMPIRE.

This topic has one unit of value.

The next impression to be conveyed is of the size and splendor of the Roman Empire. For this purpose an outline map may be used—a review or summary—Topic with one unit of value.

Cæsar's successors called Emperors. Cæsar was also a politician, and in a quarrel with his rivals he led his army to Rome and became its master, founding the empire.

The Romans were great builders, and remains of their work still exist. One or two of the following pictures or descriptions may be used to show—

How Rome looked; pictures of the Forum, a Roman Arch of Triumph, the Coliseum, a Roman aqueduct, a Roman road, a private house at Pompeii, with a few words of explanation in each case.

Roman books, how they were made and published; how boys were taught; Greeks employed at Rome as teachers.

Thomas: Roman Life under the Cæsars.

Goodyear: Roman and Mediæval Art.

Crawford: Ave Roma.

5. ROME AND CHRISTIANITY.

This topic has one unit of value.

At this point it is well to *connect the Empire with Christianity* by pointing out that Jesus was born when all the Mediterranean world was at peace under Roman rule. Judea was a Roman province at the time of the death of Jesus, Pontius Pilate was the Roman governor. Paul was born in a town in which all men were regarded as Roman citizens, a privilege which enabled him to appeal for a special trial at Rome. The aim here is to utilize knowledge which

many children have in order to connect with it new knowledge about the Romans.

The early Christians in the Empire; treated as public enemies, partly because they held their religious services often in secret and were believed to form a secret organization, something which the Roman law forbade, and partly because they refused to unite in the public worship ordained by law or to take oaths which implied belief in the Roman gods; illustrated by the story of Nero's persecutions and by pictures of the catacombs.

Bury: Students' Roman Empire, pp. 286-288.

Adams: Civilization During the Middle Ages, chap. III.

Merivale: History of the Romans under the Empire: Vol. IV, chap. LIV.

Sienkiewicz: Quo Vadis.

The Empire conquered by Christianity; a simple explanation that in the beginning of the fourth century Constantine not only permitted the Christians to worship, but favored Christianity as the state religion, and was himself baptized a Christian. The pupils may be reminded that it was for this emperor that Constantinople was renamed. He rebuilt it and made the ancient Greek city a rival of Rome.

GEOGRAPHICAL CONDITIONS THAT SHAPED TEUTONIC LIFE.

This topic has one unit of value.

C. THE HEIRS OF THE ROMANS.

In the following topics the pupil will learn more of the peoples which were to have a direct share in the making of America. These peoples were taught by the Romans, though

they did not preserve all that they had seen or been told. The pupils should learn of the typical characters of the Middle Ages and something of the modes of life. At the close of the group are a few topics which have an immediate relation to the discoveries and form a necessary introduction to them.

I. THE GERMANS.

This topic has two units of value.

Names of German tribes which appear in modern names—Angles, Saxons, Franks. Simple descriptions of German life, why many Germans emigrated to Roman cities, and how they were employed.

It was these Germans who by successive attacks in the two centuries from 378 A.D. to 568 overthrew the government of the Roman empire, destroyed many rich cities, and in some places swept away nearly all traces of Roman civilization. On the whole more was preserved than was destroyed, so that the German invaders became not merely the successors of Rome but also her imitators and her heirs. One or two typical stories may illustrate this: Alaric at the sack of Rome, Clovis and the conquest of Roman Gaul, or Hengist and Horsa, the last for teachers who wish to emphasize England as our historical bond of connection with the Roman world.

TEACHERS' LIST:—Any good manual of Mediæval History; also Adams, Civilization, chap. V; Henderson, History of Germany, chap. I; Tacitus, Germania.

Famous stories which illustrate traits of the Germans or which grew up about the incidents of the invasions; recall the Niebelung tales or the tales of King Arthur.

- CHILDREN'S LIST:**—Child: *Beowulf*.
 Powell: *Old Stories from British History*.
 Church: *Stories from English History*.
 Green: *King Arthur and His Court*.

2. ALFRED AND THE ENGLISH.

This topic has three units of value.

The English of Alfred's day, explaining in a simple manner that the German tribes, of which the followers of Hengist and Horsa were part, had conquered the island to the borders of Wales and Scotland, and that they had finally come under the rule of a single king.
Story of St. Augustine of Canterbury.

The Vikings, also called Danes or Northmen, attack the English. Description of the Vikings and their ships.

Study map of Heptarchy, with Danelagh line of markation.

Alfred and the Danes; stories of the hardships of King Alfred in his struggle with the Danes; from his victory came as a result the union of the Danes and English as one people.

Alfred as king; helps in the spread of good books; his just laws.

In treating Alfred his personality should be kept in the foreground.

- TEACHERS' LIST:**—Keary: *Vikings in Western Christendom*.
 Green: *Short History of the English People*, chap. I.
 Hughes: *Alfred the Great*.
 Freeman: *Old English History*.

- CHILDREN'S LIST:**—Warren: *Story of English History*.
 Blaisdell: *Stories from English History*.

- Brooks: *Historic Boys*.
Haaren and Poland: *Famous Men of the Middle Ages*.
Seymour: *Chaucer's Stories*.
Kilman: *Stories from Chaucer*.
— *The Boy's Froissart*.
Gilliat: *God Save King Alfred*.

3. HOW THE ENGLISH BEGAN TO WIN THEIR LIBERTIES.

This topic has three units of value.

A wicked king, John Lackland. A simple explanation that a great Lord from northern France, of the race of the Danes or Northmen, Duke William, of Normandy, had conquered the English. His descendants were called the Norman kings. One of them, Richard, was a famous crusader (to be explained later). Richard's brother John was the most wicked king England ever had. Explanation of how he tried to supplant his brother during his brother's absence, of how he married the betrothed of one of his own followers, how he compelled the barons to arm as if for war and refused to allow them to return home until they had paid large sums of money, how he robbed the churches.

The Great Charter. The barons at Runnymede compel the wicked king to promise to give up all his evil practices; they agree to make war upon him if he breaks these promises. Mention the two most important promises—that he will collect no more money than is due him as king, unless his followers in council consent; that he will no longer imprison men without trying them and proving them guilty of breaking the laws.

- Hill: *Liberty Documents*, chap. II.
Green: *Short History*, chap. III.
Macy: *The English Constitution*, chap. XIII.
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The Charters strengthened. John's son was weak, and the barons made war upon him to compel him to keep the promises of the charter. The grandson, Edward I, was a strong and just king. Though he liked to do as he pleased, he agreed to keep the charter or promise that no taxes should be collected without the consent of the council. By this time the council consisted not only of great barons and bishops, but also of men sent by the towns to represent them. This was the beginning of the English Parliament (the House of Lords, and the House of Commons).

Green: Short History, chap. IV.

Macy: chap. XIV.

Only the simple elements of this growth of the English constitution should be touched, whether the line of thought suggested above is followed or some other is chosen.

4. HOW PEOPLE LIVED IN ENGLAND AND IN EUROPE DURING THE MIDDLE AGES.

This topic has three units of value.

The towns: pictures of a walled town, like York, Chester, or Oxford, or Carcassonne in France, or Nuremberg in Germany. The industries, how the artisans were organized. The town hall or guild hall, like those of Bruges or Paris or London.

The village life: how the village land was divided; farming tools, work in common.

The nobles: a castle, with pictures; education of the boy for the life of chivalry, a tournament.

5. THE CHURCH IN THE MIDDLE AGES.

This topic has one unit of value.

Cathedrals. Pictures of great cathedrals, Canterbury, Notre Dame, Cologne. Duties of a bishop, of a pope.

A monastery, with pictures of ruined monasteries in England or on the continent. How the monks were organized, for example, at St. Alban's, or at Cluny. Their occupations, especially the copying of books, with pictures of the way they illuminated books.

TEACHERS' LIST:—Robinson: History of Western Europe, chaps. XVIII, XIX.

Henderson: History of Germany, chap. V.

Green: Short History, chap. IV, sec. 4.

Cheyney: Industrial and Social History of England, chaps. II, III.

Emerton: Mediæval Europe, chap. XVI.

Sturgis: European Architecture.

Munro and Sellery: Mediæval Civilization, pp. 129-158.

CHILDREN'S LIST:—Bates and Coman: English History Told in Poetry.

— Tales from Shakespeare (ed. Lamb).

Young: A Book of Golden Deeds.

Church: Story of English History.

Warren: The Story of English History.

STUDY OF GEOGRAPHICAL ROUTES AND TRADES. INTERESTS BETWEEN EAST AND WEST.

D. PILGRIMAGES, CRUSADES, COMMERCE.

This group of topics has three units of value.

i. PILGRIMAGES.

Mediæval pilgrims; especially journeys of pilgrims to Jerusalem to the shrine of the Holy Sepulchre.

This was one of the beginnings of later mediæval travel. The Turks who had conquered Syria, and how they troubled the pilgrims.

Jusserand: English Wayfaring Life in the Middle Ages.

2. THE CRUSADES.

The First Crusade: Pope Urban's appeal to rescue the Holy Sepulchre; how people pinned crosses on their garments; story of Peter the Hermit.

The capture of Jerusalem; condition of the crusaders when they reached the Holy City; their cruelty to its defenders.

Richard the Lion-hearted, the typical crusader, tales of his exploits in Palestine and of his adventurous journey homeward.

Archer and Kingsford, *The Crusades*; more briefly in any manual of French, English, or Mediæval History; Munro and Sellery, *Mediæval Civilization*, pp. 248-253.

3. RESULTS OF THE CRUSADES; *growth of trade and love of travel.*

Venice; pictures of the city, a Venetian ship, stuffs which the Venetians sought in the East.

Other trading cities; treat according to the same method. Genoa, because it is the birthplace of Columbus; London, the city from which the impulse to English settlement went out.

What the Europeans learned in the East or through contact with the Moors in Spain; Arabic system of notation, use of windmills, taste for spiced foods, beautiful decoration for houses. It was the desire for these products of the East which formed one of the chief impulses to the work of discovery.

- TEACHERS' LIST:**—Fiske: Discovery of America, chap. III.
Cheyney: Industrial and Social History of England, chap. IV.
Gibbins: History of Commerce in Europe.
Brown: The Venetian Republic.
Munro and Sellery: Mediæval Civilization, pp. 253-256.

- CHILDREN'S LIST:**—Church: The Crusaders.

Phillips: Historical Reader, No. 3.
Blaisdell: Stories from English History.
Guerber: The Story of the English.
Warren: The Story of English History.

E. THE DISCOVERY OF THE WESTERN WORLD.

As this ground is familiar, it is unnecessary to do more than indicate the lines of thought by topics in the briefest form. This group of topics is closely related to that which precedes. The Crusades led to the development of trade with the East. This trade enriched the merchants. It also suggested the possibility of discovering sea routes to the East.

i. BEGINNINGS OF DISCOVERY.

This topic has two units of value.

Voyages of the Northmen: the Northmen in Iceland; Leif the Lucky; why his discovery of America was without important results. Map work.

Marco Polo: his journey to the Mongol court and the route which he followed on his return; the knowledge of the Pacific which he brought back, of greater importance than the work of the Northmen.

Portuguese voyages, the first great accomplishments in discovery: impressions in regard to the shape of Africa; discouragement when voyages showed that the

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coast turned southward again after the Gulf of Guinea; story of the wonderful voyage of Diaz. Map study.

Fiske: Discovery of America, chaps. II, III, and IV.

2. COLUMBUS.

This topic has four units of value.

His early life; difficulties which hindered the carrying out of his plans; Queen Isabella and her interest in his project; an incident from the story of the Cid might be used to interest the pupils in the Spaniards and in their long crusade against the Moors, a crusade which gave to their voyages of discovery and settlement some of the old crusading purpose.

The first voyage: the ships; troubles with the sailors; the discovery; the return to Spain. Map: *routes*.

Later voyages: what coasts were explored; Columbus's notions of what he had discovered.

Fiske: Discovery of America, chaps. V and VI.

Winsor: Christopher Columbus, chap. IX.

3. THE SUCCESSORS OF COLUMBUS.

This topic has two units of value.

How America came to be named for Amerigo Vespucci rather than for Columbus.

John Cabot and his discoveries.

The Portuguese Vasco da Gama, the first to reach the Indies which Columbus was looking for. Map: route. In treating Vasco da Gama, as well as Balboa and Magellan, it would be well to present the incidents as forming together a great race to the Indies between the Spaniards and the Portuguese.

TEACHERS' LIST:—Fiske: Discovery of America, chap. VII.

Winsor: Christopher Columbus, chap. XV.

CHILDREN'S LIST:—Eggleston: *A First Book in American History.*

Richardson: *Our Country.*

Hart: *Source Readers*, Vol. I.

Foote and Skinner: *Explorers and Founders of America.*

4. OTHER SUCCESSORS OF COLUMBUS.

This topic has one unit of value.

How Balboa found the South Sea. Map.

The Story of Magellan's voyage. Map.

Cartier in the St. Lawrence; where he came from; his hopes; the St. Lawrence as a route to the centre of the Continent; failure to make a permanent settlement.

Fiske: *Discovery of America*, chaps. VII and X.

5. BEGINNINGS OF CONQUEST.

This topic has three units of value.

In Mexico; story of Cortez briefly told. Route.

Story of De Soto. Map: route.

How the Spaniards used their conquests; the search for gold and silver; what a mission was, with pictures from California; slaves brought in from the African coast.

TEACHERS' LIST:—Prescott: *The Conquest of Mexico.*

— *The Conquest of Peru.*

Fiske: *Discovery of America*, chap. VIII.

Bancroft: *History of the United States*, chap. III.

CHILDREN'S LIST:—Tappan: *Our Country's Story.*

Foote and Skinner: *Explorers and Founders of America.*

F. EUROPEAN RIVALRIES WHICH INFLUENCED CONQUEST AND COLONIZATION.

At the close of the first period of discovery and conquest the Spaniards seemed to have distanced their rivals. They had laid the foundations of profitable colonies, and by their explorations could argue a superior claim to North, as well as most of South America. How they lost this advantage, so that the French, the Dutch, and the English colonized the best portions of North America remains to be explained. The pupil of this grade cannot grasp the whole situation, but by stories of the Old World and of the voyagers to the New World he can realize that before the century was over the rivals of Spain were more than a match for her, and, when the next century began, were able boldly to ignore her inflated claims and plant colonies along the Atlantic shores, in the Hudson Valley, and on the banks of the St. Lawrence. Again, it must be repeated that no effort should be made to tell the story of Europe in the sixteenth century. *Just enough should be told to give meaning to the terms England, France, Holland, and Spain, and to convey the impression that the Spaniards lost their great advantage.*

i. ENGLAND IN THE DAYS OF ELIZABETH.

This topic has two units of value.

Stories of "Good Queen Bess." Her love of finery. The politeness of Sir Walter Raleigh. Elizabethan houses, with pictures.

English seamen and the king of the Spaniards; through the story of Sir Francis Drake, his experience as a slave trader, as a plunderer of Spanish colonial towns, and through his great voyage round the world to illustrate the growing hatred between the English and the Spaniards.

Green: Short History, chap. VII, sec. 5.

Creighton: Age of Elizabeth.

The teacher should explain at this point that the dislike which the English people came to feel toward the Spaniards was increased by differences of religion. The English as well as the Spaniards had at the beginning of the century both belonged to the Church Catholic, but meanwhile the English had adopted religious opinions and customs of worship which are now called Protestant. There were now many Protestants on the Continent; in Germany, the followers of Martin Luther; in France and the Netherlands, the followers of John Calvin.

2. FRANCE, ANOTHER RIVAL OF SPAIN.

This topic has one unit of value.

The story of Bayard, the “knight without fear and without reproach,” the hero of the fight of the French king, Francis I, Jacques Cartier’s king, against the King of Spain.

The French and the Spaniards in a conflict in America: Admiral Coligny, a great French nobleman, leader of the French Protestants or Huguenots, seeks to find a refuge for them in America; the fate of Fort Caroline; attack of the Spaniard Menendez. Map: locations.

Bourne: *Spain in America*, chap. XII.

Parkman: *Pioneers of New France*, chaps. III-VIII.

3. THE KING OF SPAIN ATTACKED BY HIS SUBJECTS, THE DUTCH.

This topic has two units of value.

The Dutch; description of their country; their fight against the sea; their sturdy mariners.

Griffis: *Brave Little Holland*.

Their quarrel with the King of Spain: punishments inflicted upon those who became Protestants; cruelties of the Duke of Alva to the Southern Netherlanders, now the Belgians, who remained Catholics, as well as to the Dutch.

Hume: Philip II.

The revolt of the Dutch; story of the "Beggars." Siege of Leyden; death of William the Silent; to illustrate the struggle for independence.

Harrison: William the Silent.

4. ENGLISHMEN JOIN IN THE FIGHT AGAINST SPAIN.

This has four units of value.

The aim of this group should be to show the union of the rebellious Dutch subjects of King Philip and of his English rivals in a common struggle. The English furnish help, at first indirectly. Finally war breaks out between Spain and England, and English ships prove their superiority, opening the way for English colonization free from the danger of such a Spanish attack as ruined Coligny's colony.

English and Dutch; story of Sir Philip Sidney.

War between England and Spain; preparations of King Philip to invade England; Drake singes the king's beard.

Story of the Great Armada and its ruin.

5. ENGLISH VOYAGES WESTWARD.

This topic has four units of value.

Story of Gilbert.

Story of Raleigh's first colony. Map.

Raleigh's second attempt, why it failed, and what he had accomplished. Map.

- TEACHERS' LIST:**—Green: Short History, chap. VII, sec. 6.
Fiske: Old Virginia and Her Neighbors, chap. I.
Bancroft: History of the United States, chap. V.

- CHILDREN'S LIST:**—Church: Stories from English History.
Guerber: The Story of the English.
Blaisdell: Stories from English History.
Tappan: England's Story.
Phillips: Historical Reader, No. 4.

At the close there should be a geographical review of the lands, bodies of water, etc., made known by the voyagers, connecting each great feature with the man who discovered it, and emphasizing the way the early mistakes about America were removed by later voyagers. The pupils should also understand what European countries held these lands, or, at least, had claims to them at the end of the century.

SEVENTH GRADE.

The subject is the exploration and settlement of North America and the growth of the colonies until the close of the French and Indian War. Enough of the European background is included to make plain the events in America which had their causes in England or Europe. A few great European figures, which belong to the world history, are also introduced.

A. THE FIRST SETTLEMENTS OF THE THREE RIVALS OF SPAIN.

i. NORTH AMERICA, GEOGRAPHICAL CONDITIONS.

The teacher should here show the relation between the territory explored and the territory settled by each nation in order to make the story continuous.

This topic has one unit of value.

In the sixteenth century the Spaniards had settled in Mexico, the English had attempted to settle on the Atlantic Coast, the French had attempted to settle on the St. Lawrence. In which region were the climate, natural resources, and the general situation most advantageous for a new settlement? Here is an opportunity for the pupils to consider whether Spain or her rivals, or which of her rivals, had, from the geographical point of view the best chance to win a colonial empire. The subject may again be presented under the form of a race. As each step of England, Holland, or France is taken, the original situation may be reviewed.

Difficulty of reaching the rich Mississippi Valley across the mountains. The approach by the Mohawk; the approach by the upper Potomac and upper Ohio; by Cumberland Gap; by the Great Lakes; the approach from Mexico overland, or by using the Gulf of Mexico and the Mississippi River.

This should be treated very simply, with the aim of attracting the attention of the pupil at the outset to the Mississippi Valley geographically. It is not necessary to adopt the particular line of thought suggested, if in some better way the end be reached.

2. GETTING TO THE COLONIES.

This topic has one unit of value.

Ships of the time. The sufferings of sailors and passengers on long voyages.

What a colonizing company, like the English, London, or Plymouth Companies, was. Why men bought shares in such companies.

The way emigrants arranged with the companies to go to the new colonies; what they were obliged to bring with them.

TEACHERS' LIST:—Coman: Industrial History of the United States, chap. II.

Egerton: Origin and Growth of English Colonies, chap. IV.

3. THE FIRST ENGLISH SETTLEMENT.

This topic has three units of value.

Land controlled by the London Company. The first settlers sent out. Hardships of the voyage and at Jamestown. Story of John Smith.

Occupations of the early settlers. Their relations with the Indians; how the settlers communicated with the Indians. The first negro slaves; indentured ser-

vants. How the settlers began *in 1619 to have an assembly of representatives.*

Fiske: Old Virginia and Her Neighbors, chaps.

II, III, IV, and V.

Bancroft: History of the United States, chap. VI.

In treating these topics the pupils should be directed mainly to the actual life of the early settlers. These primitive conditions and the ways adopted in order to begin living in the wilderness are especially interesting to children. They will not be much stirred by the fact of the Virginia Assembly; that they understand its significance fully need not be insisted on.

TEACHERS' LIST:—Green: Short History of the English People.

Lodge: Short History of the English Colonies in America.

Eggerton: Transit of Civilization.

— Beginners of a Nation.

Earle: Costumes of Colonial Times.

Fiske: Old Virginia and Her Neighbors, chaps. II, III, IV, V.

Bancroft: History of the United States, chap. VI.

CHILDREN'S LIST:—Eggerton: Our First Century, pp. 21-41.

Smith and Dutton: The Colonies.

Guerber: Story of the Thirteen Colonies, pp. 87-101.

Hart: Colonial Children, pp. 98-104, 149-153, 165-170.

Johnonot: Stories of Our Country, pp. 15-25.

B. EXILES FOR POLITICAL OR RELIGIOUS CAUSES.

The topics under this general subject touch the local history of several of the Atlantic states. It would be advisable for the schools of these states to give a more extended attention to the beginnings of colonial life within their own borders. This may be done by adding other topics at the point where these colonial beginnings should be treated or by treating in greater detail those suggested here. Such a study of local history will add interest.

i. THE FIRST EXILES FOR CONSCIENCE SAKE; THE PILGRIMS.

This topic has four units of value.

Why they left their English home for Holland.

This should include a simple explanation that Queen Elizabeth and King James thought it the duty of every good Englishman to attend the religious services ordered by law, while the Pilgrims believed that government should not meddle in these matters. They also thought that the ordinary services of the English Church resembled the Catholic services, and disliked them on this account.

The voyage to New England. How the Pilgrims arranged to be sent out, story of the voyage and the landing.

Early years of Plymouth colony: the hardships of the first year; occupations; relations with the Indians; Miles Standish and Massasoit.

TEACHERS' LIST:—Hill: Liberty Documents, chap. VI.

Bancroft: History of the United States,
chap. XII.

Fiske: The Beginnings of New England,
chap. II.

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Eggleston: The Beginners of a Nation.
— The Transit of Civilization.
Doyle: English Colonies.
Drake: The Making of New England.
Lodge: The English Colonies in America.
Bradford: Journal.

2. THE PURITANS PLAN TO EMIGRATE.

This topic has two units of value.

King Charles and his Parliament, the political reason, a quarrel about taxes.

A simple explanation of the principal points in the dispute along such lines as this: nowadays people decide through their congressmen or representatives what taxes they shall pay and how the money shall be spent. Englishmen in King Charles's day thought he had no right to collect taxes without the consent of their representatives in Parliament. In a document called the Petition of Right they asked him to agree to do this no more. He consented, but afterward quarrelled with Parliament, dismissed or dissolved it, and meant never to summon another. This naturally caused many men to fear that the king would become a tyrant and take away much of their property.

Who were the Puritans? In what did they resemble the Pilgrims? Their dislike of ceremonies which were similar to those of the Catholic Church. In what they differed from the Pilgrims: They did not wish to withdraw from the Church, but to have its services conducted as they thought they should be conducted. Story of Puritan life, manners and customs in England.

The Puritans, with such motives for leaving the country, form the Massachusetts Bay Company, and plan to emigrate, taking the charter of their Company with them.

Gardiner: The Puritan Revolution.

- TEACHERS' LIST:**—Motley: Dutch Republic.
 Griffis: Brave Little Holland.
 Bradford: Journal.
 Goodwin: The Pilgrim Republic.
 Drake: History of New England.
 Green: Short History of the English People.

- CHILDREN'S LIST:**—Tiffany: Pilgrims and Puritans.
 Stone and Fickett: Every-day Life in the Colonies, pp. 1-36.
 Hart: Colonial Children.
 Eggleston: Our First Century, pp. 61-82.

3. THE GREAT EMIGRATION.

This topic has four units of value.

Settlement of Boston, describing the voyage, the sites chosen for settlement, early growth of the colony, its occupations. Map—careful attention to frontier line: see Channing's map.

How the Puritans governed themselves: in churches much like those of the Pilgrims, their town meetings, and their General Court.

Emigration from Massachusetts to Connecticut, the journey through the woods; Thomas Hooker and the settlements about Hartford; settlement of New Haven.

Bancroft: History of the United States, chap. XIV.

Fiske: The Beginnings of New England, chap. III.

Drake: The Making of New England.

- TEACHERS' LIST:**—Fisher: Colonial Era, pp. 102, 112.
 Eggleston: The Beginners of a Nation, p. 225.
 — Transit of Civilization, pp. 273-307.
 Also Bancroft and Fiske.

CHILDREN'S LIST:—Pratt: *America's Story*, Vol. III, pp. 120–131.

Tiffany: *Pilgrims and Puritans*.

Hart: *Source Readers*, Vol. I.

Andrews: *Ten Boys*, pp. 191–207.

4. OTHER EXILES.

This topic has three units of value.

Roger Williams, his troubles in Massachusetts, his settlement at Providence, his relations with the Indians, his key to the Indian language.

Bancroft: *History of the United States*, chap. XV.

Fiske: *The Beginnings of New England*, chap. III.

Lord Baltimore and the *founding of Maryland*; how without the aid of a company he procured a grant of land and rights of settlement: arrangement he made with his emigrants.

Reasons English Catholics had for desiring to emigrate; the harsh laws forbidding their worship; Lord Baltimore founds Maryland especially for them, but allows Protestants also to settle there.

Roger Williams.

TEACHERS' LIST:—Eggerton: *Beginners of a Nation*.

Hart: *Contemporaries*, Vol. III, p. 115.

Bancroft: *History of the United States*, chap. X.

Fiske: *Old Virginia and Her Neighbors*, chap. VIII.

— *Old Virginia and Her Neighbors*, Vol. I, pp. 269, 270.

Gambrill: *History of Maryland*.

Lodge: *Colonies*, pp. 113, 114.

CHILDREN'S LIST:—Pratt: *America's Story*, Vol. III, pp. 132, 152.
Southworth: *Builders of Our Country*, chap. XIX.

5. PURITAN AND CAVALIER IN ENGLAND.

This topic has two units of value.

John Hampden and the Ship Money.

War between King and Parliament, treated with the career of Cromwell as the centre of interest, with such minor topics as "The Ironsides," Cromwell at Marston Moor or at Naseby.

Triumph of Parliament, execution of the king, brief statement about the rule of Cromwell, the Restoration, the Regicide Judges in New England.

These topics should be treated simply, with no attempt at comprehensive description or explanation.

TEACHERS' LIST:—Green: *Short History of the English People*, pp. 509–533.

Kendall: *Source Book*, pp. 222–268.

Gardiner: *The Puritan Revolution*.

Firth: *Cromwell*.

CHILDREN'S LIST:—Warren: *Stories from English History*, pp. 258–292.

Blaisdell: *Stories of English History*.

6. NEW EXILES FROM ENGLAND.

This topic has three units of value.

Laws in England which made worship other than that of the State Church difficult, the Five Mile Act, the Conventicle Act. Imprisonment of Bunyan, an illustration.

William Penn, his aim in purchasing the Jerseys, obtains the charter for Pennsylvania. The English

Quakers. Settlement of Pennsylvania, relations with the Indians, religious liberty. Philadelphia.

Bancroft: History of the United States, chap. XVI.

Fiske: The Dutch and Quaker Colonies in America, chap. XII.

Huguenot exiles. Who the Huguenots were (recall Coligny); where they were allowed to worship; King Louis XIV revokes the Edict granting them these privileges; the exiles to Germany, England, and America. Contrast the folly of King Louis with the good judgment of his father's great minister, Richelieu, who, though a cardinal, allowed the Huguenots to worship in peace.

Perkins: France Under the Regency, chap. VI; Baird: Huguenots and the Revocation of the Edict of Nantes.

The teacher should recall that the religious troubles in England during this period were not the only ones, nor did they lead to such destructive wars as did those in Germany, resulting in the terrible Thirty Years' War. It may be possible to interest the pupils in this momentous struggle by centering their attention on Gustavus Adolphus and his campaign in Germany, explaining why he is regarded as one of the world's greatest generals, or by telling the tragic story of Wallenstein.

Fletcher: Gustavus Adolphus.

For Wallenstein, Henderson: History of Germany, chap. XVIII.

TEACHERS' LIST:—Green: Short History of the English People, pp. 663, 668.

Fiske: Dutch and Quaker Colonies, Vol. II, p. 114.

Hart: Contemporaries, Vol. II, p. 114.

CHILDREN'S LIST:—Southworth: Builders, chap. XX.

C. COLONIAL RIVALRIES.

1. EARLY CONFLICTS.

This topic has two units of value.

In the West Indies, the Buccaneers: settlements of English, French, and Dutch within region claimed by Spain. West Indian plantations compared with Virginian plantations.

Payne: European Colonies, chap. IV.

Peter Stuyvesant and life at New Amsterdam, relations with the English. The Navigation Laws, resulting in war between England and Holland; stories of Blake and Van Tromp. New Amsterdam becomes New York.

Andrews: Colonial Self-government, chap. I.

Fiske: Dutch and Quaker Colonies in America.

A simple explanation of the European settlements in the West Indies is important because of the new relation of the United States to this group. In treating the Navigation laws, which were part of the cause of war between the English and the Dutch, only enough detail should be given to show how these laws were intended to cripple Dutch commerce. During the first half of the seventeenth century the Dutch did more of the world's carrying-trade than did the English. They seemed to some Englishmen more dangerous to England's commercial development than ever Spain's power had been.

2. THE FRENCH IN THE MISSISSIPPI VALLEY.

This topic has four units of value.

Story of *Marquette* (recall earlier work of Champlain).

Parkman: La Salle and the Discovery of the Mississippi, chap. V.

La Salle's journeys and conflicts; his death. Chief French settlements in the West; Detroit, Vincennes, Kaskaskia, New Orleans.

Map: for routes and boundaries.

Thwaites: Life of Marquette.

Parkman: La Salle and the Discovery of the Mississippi, chaps. VI-XXVII.

— Struggle for a Continent, Marquette, pp. 186-195; La Salle, pp. 195-223.

Hinsdale: Old Northwest, chaps. III-IV.

Fiske: Discovery of America, chap. XII.

One unit should be devoted to the Spanish in Florida.

3. THE ARRIVAL OF THE DUTCH.

This topic has three units of value.

Henry Hudson, aim of his voyage, why the Dutch wanted a more direct route to the Spice Islands, the discovery of "Hudson" River. Maps.

Manhattan Island, a Dutch trading post, relations with the Indians. Trading post at Albany; gateway to the Mohawk Valley and the Great Lakes, to the north by Lake Champlain.

The attempt to attract settlers to the Hudson River valley, the patroons.

Fiske: The Dutch and Quaker Colonies in America, chaps. III and V.

Bancroft: History of the United States, chaps. XII-XIII.

TEACHERS' LIST:—Irving: Knickerbocker's History of New York.

— Sketch Book.

Fiske: Dutch and Quaker Colonies.

Barr: A Bow of Orange Ribbon.

Motley: Rise of the Dutch Republic.

Griffis: Brave Little Holland.

CHILDREN'S LIST:—Hart: Colonial Children, p. 140.

Pratt: America's Story, II, pp. 137-143; III, pp. 86-104.

4. THE FIRST FRENCH SETTLEMENTS.

This topic has two units of value.

Settlements at Quebec and Montreal, houses and fortifications, occupations of the settlers compared with those of Virginia settlers.

Geographical opportunity of St. Lawrence and Lakes.

Champlain, his journeys and explorations, his expedition against the Iroquois and its consequences; feud between the Iroquois and the Algonquins; the sufferings of the Jesuit missionaries.

Parkman: Pioneers of France in the New World, chaps. IX and X.

TEACHERS' LIST:—Parkman: Struggle for a Continent, pp. 83-96, Quebec; pp. 96-107, Iroquois; pp. 135-141, Montreal; pp. 149-152, Missionaries.

— The Pioneers of France, chap. I.

Fiske: New France and New England.

— New France and New England, chaps. VII-X.

— Old Virginia and Her Neighbors, Vol. II.

Hart: Contemporaries, II.

— Source Book.

Bacon's Rebellion.

Doyle: Colonies, Vol. I, pp. 247, 253.

CHILDREN'S LIST:—Southworth: Builders, chaps. XV-XVIII; chap. XXII.

— Builders of Our Country, pp. 16-17-24.

Hart: Colonial Children.

Pratt: II, pp. 68-77; III, 76-86.

D. GROWTH OF THE ENGLISH COLONIES.

This topic has three units of value.

The New England Confederacy, King Philip's War.

Fiske: The Beginnings of New England, chaps. IV-V.

Virginia, troubles with the Indians, discontent with the governors, Bacon's Rebellion.

Fiske: Old Virginia and Her Neighbors, Vols. I and II.

Expansion of the English colonies Southward and Westward, the study of geographical conditions very important. Founding of the Carolinas and Georgia.

Bancroft: History of the United States, Part I, chap. II.

CHILDREN'S LIST:—Eggleston: Life in the Eighteenth Century, pp. 32-39.

Guerber: Stories of the Thirteen Colonies, p. 165.

E. STRUGGLE FOR COLONIAL EMPIRE BETWEEN ENGLAND AND FRANCE.

Before the English rivalry with the Dutch ceased, thoughtful English statesmen began to realize that the French had become still more dangerous rivals. This is illustrated by the fact that in 1672 the English were the allies of Louis XIV in his war with the Dutch, and that before the war was over the English wanted to join the Dutch against Louis. This European situation is the background of some interest-

ing colonial history in America, but it is too complex to be interesting to seventh grade pupils. Perhaps the contrast between the great king in his luxurious court at Versailles and the rich burghers of republican Holland would serve as an introduction to a little explanation which could be followed by the story of the cutting of the dikes to save Amsterdam, and by the statement that to prevent the English Parliament from voting to declare war on Louis, the latter paid Charles a heavy sum to dismiss it. A few years later came the revolution of 1688 in England, which drove the bad English king's brother James from the throne and gave the throne to Prince William, leader of the Dutch.

Hassall: Louis XIV, chap. VI.

Farmer: Versailles.

I. THE DUTCH AND THE ENGLISH AGAINST FRANCE.

This topic has two units of value.

Revolution of 1688 in England. King James attempts to act like his father, Charles I, and his crown is given to his daughter and her husband, Prince William. Bill of Rights. Illustrate new tyranny of the Stuarts by the story of Sir Edmund Andros and the charters. England and Holland unite in the war against France.

Green: Short History, chap. IX, sects. 6, 7.

Andrews: Colonial Self-government, chap. XVII.

Hill, Liberty Documents, chap. IX.

2. THE COLONIES AT WAR.

This topic has one unit of value.

Explain that the war in America was but an echo of the war in Europe,

Border warfare in William's and Anne's reigns, part of wars in Europe. Their influence in uniting the colonies and in giving them a common patriotism.

Results of the war. French cede Acadia. France impoverished, though the grandson of the French king becomes King of Spain. These may all be covered in one exercise, if deemed advisable.

Greene: Provincial America, chaps. VII, VIII, IX, X.

Green: Short History, chap. IX, sects. 8, 9.

Parkman: Struggle for a Continent, pp. 234-286.

3. BEGINNINGS OF THE FINAL STRUGGLE.

This topic has one unit of value.

England and France take opposite sides in the struggle between Frederick II of Prussia and Maria Theresa of Austria over Silesia. Simple explanation of what Prussia and Austria were at the time, with the story of Frederick's boyhood and the story of Maria Theresa's appeal to her nobles for aid, and their response. Maps.

Henderson: Short History of Germany, II, chap. IV.

American incidents of this conflict, called in America King George's War.

The pupils should be interested in the fact that the struggle extended to India, involving the rival trading companies of the two nations, and that at this time began the system of ruling India by controlling the native princes, a system which served as the foundation of the British empire in India.

Dupleix and Clive in India. Situation of the English and French East India Companies at Madras and Pondicherry; success of Dupleix in controlling the native princes; utilizing the superiority of European

trained soldiers over the untrained masses of natives.
Clive and the defense of Arcot. Maps.

TEACHERS' LIST:—Hunter: Brief History of the Indian Peoples.

Mallison: Dupleix.

— Lord Clive.

Perkins: Louis XV, chap. IX.

Seeley: Expansion of England, pp. 228-250.

CHILDREN'S LIST:—Blaisdell: Story of American History,
pp. 112-114.

Eggleson: Life in the Eighteenth Century,
pp. 22-26, 52-60.

The importance of these topics comes from their relation to the struggle which followed. Moreover, Frederick the Great is one of the chief characters of modern history.

Eggleson: Life in the Eighteenth Century, pp.
61-84.

Hart: Colonial Children, pp. 138-141.

4. CAUSES OF CONFLICT IN AMERICA.

(Review the original explorations and the growth of settlements until the close.)

This topic has three units of value.

The Virginians and French *clash in the Ohio Valley.*
Albany Congress.

CHILDREN'S LIST:—Blaisdell: Story of American History,
pp. 112-121.

Pratt: America's Story, Vol. IV., pp.
51-63. (Late Colonial Period.)

Parkman: Struggle for a Continent,
pp. 340-350.

— Montcalm and Wolfe, chaps.
V-VI.

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The *Braddock Expedition*.

Parkman: Montcalm and Wolfe, chap. VII.

Montcalm and Wolfe, and the fight for Canada.

Parkman: Montcalm and Wolfe, chaps. XXV, XXVII, XXVIII.

Bancroft: History of the United States, Part III, chaps. VIII and XIV.

Wilson: George Washington, chap. III.

5. CLOSE OF THE WAR.

This topic has one unit of value.

The French and Indian War was in Europe the *Seven Years' War*.

France was now the ally of Austria and England of Frederick the Great. It should be explained that France could have defended her colonies more successfully had she not meddled in the conflict between Maria Theresa and Frederick. France divided her energies, and in trying to control the Continent lost control of the sea, and so of her route to the colonies.

CHILDREN'S LIST:—Hart: Colonial Children, pp. 135-138,
145-150.

Blaisdell: Story of American History,
pp. 122-126.

Eggerton: Life in the Eighteenth Cen-
tury, pp. 92-106.

Terms of peace for America, incidentally for India.

The new colonial empire of England. How England began to govern the French in Canada. Impression this policy made in the English colonies.

Newcomers and political condition of America at close of French and Indian War. Reviews of this war in American colonies.

Parkman: Montcalm and Wolfe, chap. XXXI.

Bancroft: History of the United States, Part III,
chap. XIX.

F. FROM COLONIES TO COMMONWEALTH.**I. THE COUNTRY ACROSS THE ALLEGHANIES.**

This topic has three units of value.

The policy of the English government in regard to these lands. Surveying and settling in Western Pennsylvania and on the Ohio. The Scotch-Irish. Mapwork. Early explorations and attempts at settlement in *Kentucky and Tennessee*.

The Settlers on the southern border and the Indians.

TEACHERS' LIST:—Hill: *Liberty Documents*, XVI.

Egglesston: *Life in the Eighteenth Century*, pp. 183-193.

Roosevelt: *The Winning of the West*, chaps. VII, X.

CHILDREN'S LIST:—Bass: *Stories of Pioneer Life*, pp. 54-69.

Baldwin: *Discovery of the Old North-west*.

— *Conquest of the Old North-west*.

Hart: *Colonial Children*, pp. 94-100.

2. SOCIAL LIFE, INDUSTRY AND TRADE IN THE COLONIES.

This topic has four units of value.

Occupations; the Northern farm, the Southern plantation, colonial seamen; medium of exchange, location of houses on rivers or roads.

Social conditions; slavery in the South, other forms of service in the colonies, social customs North and South. Comparison of conditions elsewhere; an English or French colony in the West Indies, a Spanish colony.

Only through a simple comparison is it possible to understand the causes and meaning of the varying conditions.

Fiske: Old Virginia and Her Neighbors, chap. XIV.

Weeden: Economic and Social History of New England.

Earle: Customs and Fashions in Old New England.

3. GOVERNMENT IN THE COLONIES.

This topic has three units of value.

The Crown and the People; what the colonial governor did, the rights of representative assemblies, the towns, parishes, or counties.

Kinds of colonial governments; difference between Connecticut and Massachusetts, difference between New York and Pennsylvania. Comparison of other colonies.

Hill: Liberty Documents, chap. X.

Comparison with other European colonies; with the French West Indies; with the Spanish-American colonies.

Frothingham: Rise of the Republic, chap. IV.

Parkman: Montcalm and Wolfe, chap. II.

TEACHERS' LIST:—Green: Short History of the English People.

Kendall: Source Book, pp. 350, 362.

Morse: Washington.

Lodge: The American Revolution.

Hill: Liberty Documents.

Hart: Contemporaries.

CHILDREN'S LIST:—Warren: Stories from English History, pp. 362-372.

Kendall: Source Book, pp. 350, 362.

Coffin: Boys of '76.

- Hart: Camps and Firesides, pp. 153–309.
Southworth: Builders of Our Country, chaps. I–IX.
Brooks: Stories of the Old Bay State, pp. 109 to 138.
Guerber: Story of the Thirteen Colonies, p. 196.
Blaisdell: Story of American History, pp. 222–326.
Johonnot: Stories of Our Country, pp. 85–177.
Egglesston: Life in Eighteenth Century, pp. 107–182.

4. GRIEVANCES OF THE COLONIES, causes of the Revolution.

This topic has four units of value.

Before the Stamp Act; attitude of England and Colonies to a standing army; operation of the Navigation Acts, the Sugar Act, the relative amount of taxation determined by Parliamentary acts; English and American views of what representation meant.

Resistance to new taxes; the Stamp Act, its repeal with the attempt to enforce the principle by the Townsend Revenue Acts, Samuel Adams and Patrick Henry, Whig defenders of the American cause, Pitt and Burke; George III and his friends.

Beginnings of violent resistance; interference with the landing or sale of taxed tea, retaliation by Parliament; Committees of Correspondence, First Continental Congress. Local grievances.

Trevelyan: The American Revolution, chaps. II, III, IV, VII, VIII.

Fiske: The American Revolution, chaps. I, II, III.

Tyler: Patrick Henry, chap. IX.

Hosmer: Samuel Adams, chaps. V–XVI.

5. OPENING OF THE REVOLUTIONARY WAR.

This topic has three units of value.

The first fighting; Lexington, Bunker Hill, or other local conflicts; make-up of the English and colonial armies.

Independence; how the colonies received the news from Massachusetts; how it was received by parties in England; sentiment in America for and against independence; signing the Declaration.

Hill: *Liberty Documents*.

Organization of the colonies into States, and of the States into the Confederation; how the States were formed; the Committees of Correspondence and of Safety; the Congress.

Bancroft: *The History of the United States*, Vol. IV, chaps. X, XIV, XXVIII.

Fiske: *The American Revolution*, chaps. III, IV.

Trevelyan: *The American Revolution*, chaps. VIII, IX.

Lodge: *Story of the Revolution*.

Hosmer: *Samuel Adams*, chaps. XIX-XX.

6. PERIOD OF DIFFICULTY.

This topic has three units of value.

Struggle about New York; loss of New York; retreat through the Jerseys; recovery at Trenton and Princeton.

Burgoyne's expedition; aim, causes of failure, effects of struggle. Map routes.

Loss of Philadelphia; Brandywine and Germantown, Valley Forge. Plots against Washington.

This work should be grouped as much as possible about Washington. In treating battles, only significant incidents should be mentioned.

Bancroft: *The History of the United States*, Vol. V, chaps. VI, VII, XI-XIII.

Fiske: *The American Revolution*, chaps. V, VI, VII.

Lodge: *Story of the Revolution*.

Wilson: *George Washington*, chap. VII.

7. STRUGGLE WEST OF ALLEGHANIES.

This topic has three units of value.

The North-west; attitude of French, attitude of Indians. Map knowledge.

Story of *George Rogers Clark* and the results of his work.

Churchill: *The Crossing*.

Roosevelt: *The Winning of the West*, Vol. II, chaps. II-III.

Fiske: *The American Revolution*, chap. II.

CHILDREN'S LIST:—Tappan: *American History Stories*, pp. 185-193.

Stone and Fickett: *Days and Deeds*, pp. 16-36.

8. THE FRENCH ALLIANCE.

This topic has three units of value.

Reasons for it; the grudge against England; enthusiasm of men like LaFayette; Franklin's influence; time chosen for intervention.

The first consequences; retreat of British from Philadelphia; English on the defensive in West Indies. John Paul Jones.

Increasing difficulties of the English; Spain joins the alliance; the Armed Neutrality; English and the Dutch at war.

Fiske: *The American Revolution*, chap. VIII.

Lodge: *Story of the Revolution*.

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9. WAR IN THE SOUTH, a new period of difficulty.

This topic has three units of value.

Losses in South; capture of Savannah and Charleston; defeat of Gates.

Treason of Arnold; Arnold's services and disappointments; plans to betray West Point; discovery of plot, and fate of André.

Recovery in the South; King's Mountain, Cowpens, and Guilford Court House; Greene and Cornwallis.

Only an outline of the struggle with a few typical incidents.

Fiske: *The American Revolution*, chaps. XIII, XIV.

Lodge: *Story of the Revolution*.

10. CLOSE OF THE WAR.

This topic has three units of value.

Yorktown campaign; why Cornwallis was at Yorktown; Washington's plan and the help of the French; the surrender; LaFayette's magnanimity. Map routes.

Why the war went on: England's desire to gain favorable terms in the struggle with France; effect of Rodney's victory in the West Indies.

Peace: boundary questions, terms obtained by the American envoys; fate of the Loyalists.

Wilson: *George Washington*, chap. VII.

Fiske: *The American Revolution*, chap. XV.

Lodge: *Story of the Revolution*.

11. ENGLAND AFTER THE REVOLUTION.

This topic has two units of value.

Attitude towards the new Republic: troubles about the Western posts; the case of the Loyalists; American trade with Great Britain; the English West Indies.

English colonies. Canada after the war; incoming of Loyalists; reorganization of the colony; settlement of Australia.

Fiske: The Critical Period of American History, chap. I.

CHILDREN'S LIST:—Southworth: Builders of our Country, Vol. V, pp. 97-108.

Stone and Fickett: Days and Deeds, pp. 16-36.

EIGHTH GRADE.

A. ORGANIZATION OF THE UNITED STATES.

1. THE NEW REPUBLIC.

This topic has four units of value.

Weakness of the government under the Articles of Confederation; powers which our present national government holds which this government did not possess.

Distress in the Republic: troubles in Massachusetts and elsewhere; their causes; paper money; trade disputes.

The North-west: land claims of the different States; danger to the Union from this dispute; the Ordinance of 1787 and the beginnings of settlement in the North-west.

Stone and Fickett: Days and Deeds, pp. 16-36.

Fiske: The Critical Period of American History, chaps. III, IV, V.

Hill: Liberty Documents, 17.

2. THE CONSTITUTION.

This topic has three units of value.

The Convention of 1787, occasion of its meeting, its leaders, the way they worked in agreeing about the Constitution.

Powers granted to the National government, especially for the levy of taxes and for the enforcement of laws.

Powers taken from the States: levy of import and export duties, emission of paper money or coinage of money, entering into agreements with other States or with foreign countries.

See outline for civics.

Fiske: *The Critical Period in American History*, chap. VI.

Schouler: *History of the United States*, Vol. I, sec. 2.

Lodge: *Alexander Hamilton*, chap. IV.

Gay: *James Madison*, chaps. VII-VIII.

Sparks: *The Men Who Made the Nation*, chaps. IV-V.

3. THE NEW GOVERNMENT.

Adoption of the Constitution: a typical contest, Massachusetts, New York or Virginia; case of Rhode Island and of North Carolina.

Organization of the new government: the elections, choice of Washington, first inauguration.

Washington's administration: the first cabinet; the Whiskey Insurrection and its causes; manners and customs in the new Republic.

Schouler: *History of the United States*, Vol. I, chap. I, sec. 3; chap. II, sects. 1-2.

Fiske: *The Critical Period of American History*, chap. VII.

McMaster: *History of the People of the United States*, Vol. I, chap. I.

Gay: *James Madison*, chap. IX.

CHILDREN'S LIST:—Irving: *Washington*.

Stone and Fickett: *Days and Deeds*, pp. 36-53.

B. THE NEW REPUBLIC AND REVOLUTION IN EUROPE.

I. REVOLUTION IN FRANCE.

This topic has two units of value.

This is an immense subject, and very difficult to explain briefly, but if the teacher will keep carefully along the simple lines indicated, the French Revolution will furnish the pupil something with which to compare the American Revolution, as well as some indications of the background of many events of Washington's and Adams's administrations.

Grievances of the French people: the common people, especially the peasants, paid most of the taxes; they also paid part of their crops and other dues to the nobles; the nobles alone had the right to fish and to hunt, and the hunting parties or the game often ruined the crops of the peasants. The teacher should note that such grievances differed from the grievances of the English colonists in America.

Lowell: *Eve of the French Revolution*, chaps. XIII, XIV.

Taine: *The Ancient Régime*, especially pp. 329-373.

The King conquered by his people: Louis XVI calls a great assembly, the States General, of clergy, nobles, and commoners; how in the struggle of the clergy and the nobles to keep the commoners from having too much influence in the decision of questions the king sides with the clergy and nobles; in the ensuing quarrel the people of Paris capture a royal fortress and prison, the Bastille, on July 14th (the present French national holiday); the States General become the National Assembly, passes many useful laws, making taxes equal and removing burdens from the peasants.

Overthrow of the King: the king, a prisoner in his palace at Paris, tries to escape to the frontier, is brought back; violent men gain the upper hand in France, depose the king, and cause his execution; at war with other countries, Austria, Prussia, Spain, and England, fearing to be attacked by them or believing French rights violated by them.

Gardiner: *The French Revolution.*

2. EUROPEAN WARS AND AMERICAN INTERESTS.

This topic has two units of value.

How the war affected America: American sympathies, the conduct of Genet and other French ministers.

Neutral commerce: England's policy, the Jay treaty.

Troubles during Adams's administration: the X Y Z; fighting with French ships, preparations for war, Alien and Sedition laws; Kentucky and Virginia Resolutions.

Schouler: *History of the United States*, Vol. I, chap. IV, sec. I.

3. ADVENT OF JEFFERSON.

This topic has four units of value.

The election of 1800 and its consequences: contest between Burr and Jefferson, change in method of electing presidents; Jefferson's policy of Democratic simplicity and economy.

Purchase of Louisiana: history of the control of Louisiana; how Bonaparte came to sell the territory; story of the purchase.

Opening the new territory: Lewis and Clark Expedition, Western fur trade.

Sparks: *The Men Who Made the Nation*, chap. VII.

Henry Adams: *History of the United States*, Vol. I, chap. XII; Vol. II, chap. II.

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Schouler: History of the United States, Vol. I,
chap. III, sec. 2.

Morse: Thomas Jefferson, chap. XV.

CHILDREN'S LIST:—Lighton: Lewis and Clark.

Hitchcock: Purchase of Louisiana.

4. NEW WARS IN EUROPE AND THEIR CONSEQUENCES TO AMERICA.

This topic has two units of value.

It is not intended that any extended account be given of Napoleon. Two or three incidents will attract attention to his personal importance and introduce the situation which profoundly influenced American history from 1803 to 1815.

Story of Napoleon Bonaparte: the young Corsican at French military schools, the "Little Corporal" and his soldiers, his victories make him the idol of the French people, and they give him the imperial crown.

Johnston: Napoleon.

Browning: Napoleon, the First Phase.

Fournier: Napoleon the First.

His great war with England: gathers an army to invade England; battle of Trafalgar; attempts to keep neutrals like the United States from trading with England; the English retaliate.

How America was affected: effect on American shipping; grievance about the impressment of seamen; the Embargo of 1807; the Non-intercourse Act.

Mahan: Influence of the Sea Power on the French Revolution and Empire, II, chaps. XVII-XVIII.

Morse: Thomas Jefferson, chap. XVI.

5. THE WAR OF 1812.

This topic has three units of value.

Its causes: refusal of the British to make concessions until too late in the dispute about rights of American

seamen and commerce; war spirit in America; an untimely struggle for the British, because they had long been fighting against Napoleon, especially in Spain.

The struggle about Lake Erie: attitude of the Indians; Tecumseh; surrender of Detroit; Perry's victory on Lake Erie.

Victories of the "Constitution," their real meaning; significance of the blockade of the coast.

Gay: James Madison, chap. XVII.

Henry Adams: History of the United States, Vol. V, chaps. VII-VIII.

Schouler: History of the United States, Vol. I, chap. VI, sec. 2; chap. VIII, sec. 2; also chap. IX.

6. CONCLUSION OF THE WAR.

This topic has three units of value.

The war unpopular in New England, reasons for this; campaign on Northern frontier; the burning of Washington. The Creek Indians and Andrew Jackson.

Peace of Ghent; defeat and abdication of Napoleon frees the hands of British, but both parties weary of the war; the terms of peace silent on the cause of war; battle of New Orleans, after peace was made.

End of the great European wars: Napoleon's return from exile at Elba; his defeat at Waterloo; his exile at St. Helena.

The Creeks and Seminoles. Complications with Spain. Purchase of Florida.

Adams: History of the United States, Vol. VIII, chaps. I, XI-XIII; Vol. IX, chap. II.

Schouler: History of the United States, Vol. II, chap. IX.

B. INDUSTRIAL AND SOCIAL DEVELOPMENT.**I. THE INDUSTRIAL REVOLUTION IN ENGLAND AND AMERICA.**

This topic has four units of value.

Industrial changes in England: spinning-jenny and power loom; beginnings of factories; changes in system of holding land and of farming.

Warren: Stories from English History, pp. 393-406.

Cheyney: Industrial and Social History of England, chap. VIII.

Cotton: old methods of cleaning cotton; Eli Whitney and the cotton-gin; effects of this invention upon Southern industry and the slavery question.

Factories: Samuel Slater and the adoption of English inventions; Francis C. Lowell; effect of the war on the transfer of capital from shipping to manufactures.

Steamboats: early attempts; Fulton's work; the first steamboat lines.

Stone and Fickett: Days and Deeds, pp. 78-103.

McMaster: History of the People of the United States, chap. VIII.

Schouler: History of the United States, chap. VII.

2. WESTERN EMIGRATION.

This topic has four units of value.

The new homes: States and Territories organized beyond the Alleghanies by 1815; Western roads, old Indian trails, the Cumberland road, the National turnpike; the Erie Canal.

The settlers; motives which influenced European emigration after 1815; emigration from the older States; increase of population in the trans-Alleghany region between 1815 and 1830.

Life of the settler: his first tasks, the crops which he raised, beginnings of self-government.

Stone and Fickett: as above.

Bass: Stories of Pioneer Life, pp. 54-136.

Roosevelt: The Winning of the West, Vol. I, chap. V.

McMaster: History of the People of the United States, chaps. VIII and XXXIII.

Turner: Rise of the New West (American Nation Series).

3. SOCIAL CONDITIONS ABOUT 1820.

This topic has four units of value.

Free and slave labor: industrial reasons for retention of slave labor; region where slaves were still held; the international slave trade prohibited since 1808 by United States and Great Britain.

Missouri compromise: the question of slavery in the territory gained by the Louisiana Purchase; bargain made for the admission of Missouri. Influence of territorial expansion on slavery.

Comparison between life in a Northern factory town and on a Southern plantation.

Beginnings of American literature.

Schouler: History of the United States, chap. VII.

Rhodes: History of the United States, chaps. I, II, and IV.

Von Holst: John C. Calhoun, chap. VI.

Wilson: A History of the American People.

C. NEW NEIGHBORS AND NEW PROBLEMS.

i. REVOLT OF THE SPANISH COLONIES.

This topic has two units of value.

This should be introduced by an explanation, brief and simple, of the divisions of the Spanish colonial

possessions, and by a comparison of their grievances with the grievances of the English colonists before the Revolution.

The revolt: first directed against Bonaparte, who had taken the throne from King Ferdinand, but afterward against the king himself, because he was unwilling to grant liberties to the colonists; story of one of the leaders, Bolivar or San Martin.

The new republics and the United States: question of their recognition; Spain and the purchase of Florida; advance of Russia down the western coast of North America; Spain and her allies prepare to restore Spanish authority; attitude of England; the Monroe Doctrine in the President's message of 1823.

Schouler: History of the United States, chap. II,
sec. 2.

Wilson: A History of the American People.

Morse: John Quincy Adams, chap. II.

Gilman: Monroe, chap. VII.

2. POLITICS FROM 1824 TO 1832. (See next Topic.)

This topic has three units of value.

The election of 1824; the candidates; why the election was finally completed in the House of Representatives; ill-feeling of Jackson's friends over the result.

Internal improvements and the tariff: the question of the duty of the government to help in improving means of transportation; should the government also "foster home industries"? The tariff of 1828 and the attitude toward it of Calhoun and other Southerners.

"*Reign*" of Jackson: his success with the voters; "To the victors belong the spoils"; Nullification and the Webster-Hayne debate.

MacDonald: Jacksonian Democracy.

Wilson: A History of the American People, Vol.
IV.

Sumner: Andrew Jackson, chaps. VIII, IX, X.
Schouler, History of the United States, chap. XII.

Lodge: Daniel Webster, chaps. VI, VII.
Von Holst: John C. Calhoun, chap. VI.

3. THREE GREAT QUESTIONS.

This topic has two units of value.

New method of electing a president: new parties, especially the Whigs; the first national convention; the election in 1832.

Banking troubles: the United States and Jackson's war upon it; "wildcat" banks; the panic of 1837.

The anti-slavery movement: slavery abolished by purchase in the British dominions in 1834; the early Abolitionists in the United States; William Lloyd Garrison; struggle in Congress over petitions.

Hart: Source Book, p. 96.

Sparks: The Men Who Made the Nation, chaps. VIII-IX.

Rhodes: History of the United States, chap. I.

Schouler: History of the United States, chap. XIII, sec. 3; also chap. XIV, sec. 2.

Sumner: Andrew Jackson, chaps. XI-XII.

Hart: Slavery and Abolition (American Nation Series).

4. OUR NEIGHBORS.

This topic has three units of value.

Texas, part of the Republic of Mexico; early emigrants from the United States; Sam Houston; revolt of Texas; movement for its annexation to the United States.

The Oregon question: early settlers and traders on the North-west coast; joint occupation by England and the United States; final settlement of the boundary of the United States.

Canada: Canadian insurrection of 1837 and its causes; the Canadians permitted to govern themselves through responsible ministries; permanence of French influences; expansion of English settlements.

Fairbanks: *The Western United States*, p. 86.

Eggleston: *Stories of American Life and Adventure*, pp. 166-183.

Schouler: *History of the United States*, chap. XVII, sec. 2.

Rhodes: *History of the United States*, chap. I.

5. WAR WITH MEXICO.

This topic has two units of value.

Annexation of Texas: attitude of Northerners and Southerners; manner in which annexation was effected; quarrel with Mexico over the boundary.

The war: the United States the aggressor; General Taylor's campaign; General Scott's march on the City of Mexico; Fremont crosses the mountains into California.

It is not intended that the teacher enlarge upon mere military details.

Results: annexation of territory by treaty of Guadalupe Hidalgo; description of this territory.

Influence of further territorial expansion upon slavery, showing how the organization of new territory reopened the slavery question.

Fairbanks: *The Western United States*, p. 106.

Schouler: *History of the United States*, chap. XVIII.

Rhodes: *History of the United States*, chap. I.

Von Holst: *John C. Calhoun*, chap. VIII.

D. EXPANSION MAKES THE SLAVERY QUESTION DOMINANT.

1. CALIFORNIA, some of the consequences of annexation.

This topic has three units of value.

Discovery of gold: how made; the rush to the gold fields; similar discoveries in Australia.

The slavery question again: need of State government in California; the Free Soil Party; attitude of Southerners toward the admission of California; the Compromise of 1850.

Failure of the Compromise: the Fugitive Slave Law; methods of enforcement; the Underground Railway; Personal Liberty Laws; "Uncle Tom's Cabin."

Hart: Source Book, pp. 105-107, 108, 109.

— Romance of the Civil War, Part II.

Sparks: The Men Who Made the Nation, chap. X.

Rhodes: History of the United States, chap. II.

Lodge: Daniel Webster, chap. IX.

2. THE NORTH RE-ENFORCED, industrial and social development.

This topic has four units of value.

New causes of emigration from Europe: famine in Ireland; political troubles of Germany, 1848 to 1849; where these emigrants settled; their feeling about slavery.

Development of transportation: railroad building; steamboat traffic on the lakes and rivers; the telegraph.

The New West: opening of new farm lands; improvement in agricultural machinery; growth of

Western cities; centres of commerce and manufacturing; increase of wealth of these new regions.

Kendall: *Source Book in English History*, pp. 414-419.

Wilson: *A History of the American People*.

3. SLAVERY IN THE WEST AGAIN.

This topic has three units of value.

The Kansas-Nebraska question: the plan to leave the decision to the settlers themselves; the Kansas-Nebraska Bill; organization of emigration.

A new party: the collapse of the Whig party; the make-up of the Republican party; the election of 1856.

The slavery question becomes acute: the Dred Scott case; the Lincoln-Douglas debates; the John Brown raid.

Hill: *Liberty Documents*, chap. XXI.

Elson: *Side Lights*, chap. IV.

Sparks: *The Men Who Made the Nation*, chap. XI.

Old South Leaflets, No. 83.

Rhodes: *History of the United States*, chap. V.

E. THE CRISIS OF THE REPUBLIC.

I. THE CRISIS OF THE UNION.

This topic has four units of value.

The election of 1860: the candidates, their platforms and cries; the attitude of the South; the election of Lincoln.

The Secession Movement: its theory: Northern and Southern points of view; the steps taken to form a Southern Confederacy; the doubtful States; President

Buchanan's policy; attempts at compromise; affair of the *Star of the West*.

Elson: Side Lights on American History, chaps. I, II, III, IV.

Rhodes: History of the United States, chaps. XIII and XIV.

Ropes: Story of the Civil War, Vol. I, chaps. I to V.

Morse: Abraham Lincoln, Vol. I, chap. VI.

2. CIVIL WAR.

This topic has two units of value.

Relative power of the Southern Confederacy and of the Federal Government: resources of the two sections, immediate and capable of organization.

Fort Sumter and the call to arms; Bull Run and its lessons; organizing for the struggle; methods of paying expenses; paper money; loans.

Hart: Source Book, pp. 119-131, 200-207, 220-241.

Rhodes: History of the United States, chap. XV.

Ropes: The Story of the Civil War, Vol. I, chaps. VI-IX.

Morse: Abraham Lincoln, Vol. I, chap. VIII.

3. VARYING FORTUNES OF CONFLICT.

This topic has four units of value.

Cutting off the Confederacy from the outside world; the blockade, the *Monitor* and the *Merrimac*; blockade running; the *Trent* affair; attitude of different classes of the English people toward the conflict.

General plan of the struggle on land: the blow aimed at the capital of the Confederacy; the failure of McClellan (without dwelling on names or details of particular battles); the attempt to divide the Confederacy

along the line of the Mississippi; Grant's campaign of 1862.

The Emancipation Proclamation as a war measure; war policy toward the negroes.

Elson: Side Lights on American History, chap. IV.
Hart: Romance of the Civil War, pp. 347-362,
266-269.

Kendall: Source Book in English History, pp.
440-449.

Hill: Liberty Documents, XXII.

Hart: Contemporaries, Vol. IV.

Dunning: Essays on Civil War and Reconstruction.

Rhodes: History of the United States, chaps.
XVI-XVIII, XXII.

Ropes: The Story of the Civil War, Vol. I, chaps.
X-XII; also Vol. II, chaps. I-II.

Morse: Abraham Lincoln, Vol. I, chap. X; Vol.
II, chaps. I, II, IV.

Adams: Charles Francis Adams, chaps. IX-XVIII.

4. TURNING OF THE TIDE.

This topic has three units of value.

Crisis of the struggle in the East, a study of Gettysburg, with simple mention of the battles which led to it (from Fredericksburg to Antietam). The army of the Potomac had failed to break Lee's defence of the approach to Richmond, but Lee's attempt to invade the Northern States, and force a peace, supported by European sentiment, was defeated at Gettysburg.

Elson: Side Lights on American History, chap. V.
Hart: Romance of the Civil War, pp. 321-327.

Crisis on the Mississippi, struggle about Vicksburg (without military details).

On the threshold of the cotton States, from Chickamauga to Mission Ridge. This campaign opened the

way for the invasion of the cotton States, as Gettysburg had made possible the Virginia campaign of 1864.

Rhodes: History of the United States, chaps XX and XXI.

Morse: Abraham Lincoln, Vol. II, chap. VII.

5. OVERTHROW OF THE CONFEDERACY.

This topic has three units of value.

The Virginia campaign of 1864, emphasizing the tenacious defence by Lee and the persistent attacks of Grant.

Sherman's invasion of the cotton States, its relation to Grant's campaign; fall of Fort Fisher; effects on the resources of the Confederacy.

Appomattox: surrender of Lee; assassination of Lincoln; dismissal of the armies.

Elson: Side Lights on American History, chap. VI.

Hart: Romance of the Civil War, pp. 277-282, 312-318, 342-368.

Rhodes: History of the United States, chaps. XXIII-XXVI.

6. THE PROBLEMS OF RESTORATION OF PEACE.

This topic has three units of value.

Reconstruction: policies of Lincoln, of Johnson, of the Republican party.

Methods of reconstruction; Amendments to the Constitution; acts of Congress; quarrel of Congress and the President.

Troubles in the South: Carpet-bag government; Ku Klux; the "force" bills; opposition of the Liberal Republicans in the election of 1872.

Elson: Side Lights on American History, Vol. II, chaps. VII, VIII, X.

Sparks: The Men Who Made the Nation, chap. XII.

Rhodes: History of the United States, chaps.
XXX-XXXIII.

Morse: Abraham Lincoln, Vol. II, chap. VIII.
Hill: Liberty Documents, XXIII.

F. THE NEW UNION AND THE LARGER EUROPE.

1. THE NEW UNION.

This topic has three units of value.

Opening of the far West: Pacific railways; distribution of the public lands; a typical Western settlement.

Financial crisis: payment of the national debt; panic of 1873 and its causes; reorganization of business; exhibition of 1876.

Close of Reconstruction Policies: the disputed election of 1876; policy of Hayes toward the South; removal of United States troops and the results.

Rhodes: History of the United States, chaps.
XXXIV, XXXVII.

Fairbanks: The Western United States, pp. 187-
233.

Elson: Side Lights on American History, chaps.
IX, X, XI.

2. DEVELOPMENT OF GREAT BRITAIN.*

This topic has two units of value.

Growth of self-government: until 1832 the House of Commons did not represent the people adequately. On account of the shifting of population many seats in the House were controlled by the great landlords. Several cities had no representatives. Much of this

* The European history suggested here may be given by the teacher in the form of supplementary talks. By using, in such talks, simple material adapted to the mental grasp of pupils, teachers will meet all the requirements which the committee has in mind.

inequality was removed by the Reform Bill of 1832. How suffrage in England has become practically universal; laws securing the freedom and secrecy of the ballot.

Macy: *The English Constitution*, chaps. XLIV–XLV.

Kendall: *Source Book of English History*, pp. 391–400.

Warren: *Stories from English History*, pp. 406, 432.

How the House of Commons has used its power: factory laws, laws improving the conditions of Irish tenants, etc.

Kendall: *Source Book*, chap. XXI.

Warren: *Stories*, pp. 393–417.

Cheyney: *Industrial and Social History of England*, chap. IX.

The British Empire: brief descriptions of English communities beyond the seas, Canada, Australia, South Africa, etc.; English still the greatest trading people of the world.

Egerton: *Origin and Growth of English Colonies*.

Caldecott: *English Colonization and Empire*.

Dilke: *Problems of Greater Britain*.

Kendall: *Source Book*, chap. XXI–XXII.

Warren: *Stories*, pp. 423, 427, 438–455.

3. GREAT CHANGES IN GERMANY, ITALY, AND FRANCE.*

This topic has three units of value.

During the last half century of the American Republic's existence a great change has come over the appearance of Europe and over the relative influence

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of its several states. The pupil should not leave the elementary school without some knowledge of the great states with which the Republic has close relations and which are its rivals in the enterprises of trade and in the assertion of political influence. The pupil knows something of these states from the study of geography. The aim of this group of topics is to give him something of the historical point of view. Compare a map of Europe of 1856 with the present map of Europe to see how different was the appearance of Italy, the part Prussia held in Germany, and the hold Austria had on both Italy and Germany. Brief story of the unification of Italy centering about Victor Emmanuel and Garibaldi. Story of Prussia's triumph over Austria and France, centring about Bismarck, von Moltke, and William I, and resulting in the founding of the present German Empire. France becomes a Republic and reorganizes her national life after her great defeat; Napoleon III, Thiers, and Gambetta are the chief French characters. If the teacher keeps closely to the geographical and the simpler results, illustrating with typical incidents from the careers of the principal characters, the end will be attained. Nearly all the manuals of modern history contain sufficient material. See also:

Rase: A Century of Continental History.

Phillips: The Nineteenth Century.

Fyffe: History of Modern Europe.

4. THE LARGER EUROPE.*

This topic has two units of value.

Stories of *great explorers*: work of Livingstone, of Stanley in Central Africa.

Johnston: The Colonization of Africa.

* The European history suggested here may be given by the teacher in the form of supplementary talks. By using, in such talks, simple material adapted to the mental grasp of pupils, teachers will meet all the requirements which the committee has in mind.

How Africa was divided, illustrated by the founding of the Congo State; the English possessions in the Nile Valley, and at the Cape, with the cry for a railway from "the Cape to Cairo"; the French in Algiers; the Germans in Eastern and South-west Africa.

Keltie: The Partition of Africa.

European interests in Asia: the English in India, the French in Indo-China, the Dutch in the Spice Islands; European trading stations and territorial possessions in China.

Reinsch: World Politics.

Hunter: Brief History of the Indian Peoples.

Caldecott: English Colonization and Empire, chap. I.

Douglas: Europe and the Far East.

Day: The Dutch in Java.

5. THE PROBLEMS OF THE REPUBLIC.

This topic has five units of value.

From industrial growth: consolidation of railways, development of great industries, national in extent; legislation against monopolies, against impure foods and other industrial frauds; labor laws; the labor movement.

From commercial rivalry of Europe; supremacy of English shipping; growth of German trade, etc.

From the war with Spain: the annexation of Porto Rico and the Philippines; withdrawal from Cuba; Colonial problems; Panama Canal.

Hill: Liberty Documents, XXIV.

Education: development of public schools, technical schools and universities.

Fairbanks: The Western United States, pp. 259, 302.

Elson: Side Lights on American History, chap. XIV.

THE PREPARATION OF THE TEACHER OF ELEMENTARY HISTORY.

At different stages of the elementary work there is a difference of aim which the teacher must recognize and which must determine where she will put her stress. In the early years there is no marked conception of sequence of time or of locality, and therefore these matters may be ignored in presentation. The story, and the inference from the story as to certain traits of character, are vital, and the picturesque presentation is the all-important thing. To tell the stories so that the pupils will tell them again, with a vocabulary enriched by the teacher's telling, is a sufficient achievement for the first two years. The two prominent features are the appeal to the imagination, and incidentally the development of the vocabulary as it accompanies the acquired mental experience. Both achievements the teacher must be prepared to foster, and she must bear both aims in mind, so that besides content the attainment of form is kept in view. Good simple narrative awakens imitation and stimulates reproduction. The character of the reproduction should be the unconscious imitation of a good model. There should be no attempt to call for a literary model in historical narrative, therefore the art of narration is a marked feature in the training of the elementary teacher. It can be cultivated, trained. Like musical expression, its governing principles, as acquired by practise, should form the exercises in the normal school training of the kindergartner and the primary

teacher. Since the value of any story will be deadened by monotony of manner, the teacher must acquire the art of interesting presentation, either by the precepts of some master or else by rigorous self-training. It includes logical arrangement of subject-matter and freedom in arrangement (to pursue constantly the same sequence in arrangement is bad). Every normal school should have a master of diction, whose work would include training in the various forms of presentation. Such training would be a distinct improvement upon our usual study of rhetoric, would bring it back to its real purpose of employing advantageously the *speaking art*. The teacher should be so artistic that his narrative seems devoid of all art. There must be variation in the method of introducing the subject. At times we must start from the beginning, at times from the opposite end, working forward and backward; or else we may announce a general proposition and work entirely backward in the process of elucidating it.

The normal school should also offer a very specific training in the development of questioning skill. Here there is as much variety possible as in direct narrative. There should be variation in the form of the question, from the broad to the most specific, calculated now to draw forth all that a pupil knows, now to prove what he does not know, what may be susceptible of misunderstanding, leading up to the formulation of his general experience through the question. In all our teaching we must try to realize the effect on the pupil's mind. According to the impression our teaching makes, our methods must be calculated. This technical attainment our teachers, because of the prevalence of the text-book, have cultivated but inadequately.

Aside from these technical requisites, there must be

genuine interest for the subject in the teacher. Technical cleverness will conceal only for a time hollowness of sympathy. Not every primary teacher ought to be urged, or permitted, to teach history. For the general test leading up to appointment as a primary teacher only a moderate knowledge of history, on a par, say, with the knowledge of arithmetic and geography, is required.

The condition in the case of history is very peculiar. By the time a teacher has advanced by grades from the lowest primary she may have reached the stage where she is to teach history, when meanwhile her interest in the subject has completely faded away. Such a teacher ought not be permitted to deprive the subject of its charm. Could there not be instituted two examinations for elementary teachers, one for the four lower grades and a second occurring later, if the teacher proposes to take up history teaching? In that case the qualities particularly necessary could be enforced. Between the all-round elementary teacher who teaches every subject and the departmental teacher who limits herself to one, there should be the system of the group teacher, who concentrates herself upon a group of elementary subjects. Thus, history, geography, and literature would be one group; arithmetic and nature study might be the other. Correlation within limited range is thus made possible. Much of our attempted correlation has been injurious, as, for instance, when we try to correlate arithmetic with literature.

In the training of the teacher, furthermore, the note-book should be a valuable adjunct, since memory is not always reliable. The habit of cross references, from poetry to fact from incident to locality, is as valuable to our pupils as to us. It invites imitation and individual mental activity; so,

too, training in the use of illustrative material is essential; how to use it; how not to abuse it; how to secure advantageous results, constructive as well as receptive, from it. A difference is to be noted between the opportunity for a prolonged impression when a picture is for some time before the class, and the brief impression that is dependent on the use of slides. Finally, the desire to advance the children in this subject can only become effective if the teacher realizes that she must know far more than her pupils. To be only slightly in advance and rest content with this precarious advantage is ruinous. In history teaching there is so much to appeal to the mature mind that the increase in knowledge should go on continuously, now by accession of new information, now by reconstruction of one's previous knowledge from new points of view. For that reason, and because this constant growth of information requires time, the teaching of history by the group teacher, as she has been designated, is much more desirable than by the teacher who handles every subject of the grade.

METHOD.

It goes without saying that material equipment is of little value unless the teacher has the proper vital equipment. First, there must be a clearly defined knowledge of the subject-matter. Without it the work must be largely mechanical and lifeless, a mere memoriter process of learning a dry outline of events found in some text-book. With such knowledge, the teacher needs some ability to weigh and sift evidence in order to form intelligent inferences and reach independent judgments in the interpretation of historical material. Of course, proper organization of subject-matter in-

volves the historical spirit and the judicial temper. In order to get at the truth, different authorities, both primary and secondary, should be consulted, and conflicting views should be compared. For historical truth has not mathematical certainty and precision. It is difficult enough to learn just what was said and done; but when this is ascertained, it is necessary to ask further, What did the thoughts and events mean? What spirit and purpose lay back of them? What ideals and convictions were their impelling force? The correct answer to such questions involves the power to interpret the meaning of history, the power to penetrate through external manifestations to the deep, hidden currents of human life and destiny. Such a result must be conditioned upon patient investigation, clear thinking, and a fair-minded consideration of men, manners, and institutions.

But the vital equipment involves something more than scholarship and the power of historical interpretation. Successful teaching calls for sympathetic insight into the needs, interests, capacities, and knowledge of the learner, and without such insight it will be impossible to present in a vital way the truths of history. It is at this point that many scholarly men and women fail in the class-room. They know enough about the subject-matter, but they know too little, and care too little, about the immature minds and scanty knowledge of their pupils. Teaching of a fine quality calls for quite as much knowledge of the pupil as of the subject-matter.

Along with the knowledge of history and of the learner's needs, the teacher should possess skill in handling the subject-matter. He should have the ability to narrate events clearly, graphically, and logically, and to vitalize the recitation by such an artistic presentation of material that the

truths of history may be translated and transformed into the mental and moral fibre of the learner's being.

But in order to secure satisfactory results, even a scholarly and sympathetic teacher needs suitable tools. It is just as important for the history department to have good equipment as it is that the scientific department should have a well equipped laboratory. Books, maps, charts, objects, and pictures are absolutely necessary.

Keeping in mind the teacher's equipment, we may turn our attention in a more specific way to the method to be employed in carrying out the course of study as outlined by the committee. In the first three grades there is no thought of organized history. The work here outlined suggests simple material, much of which is centred about holidays. The child craves more life. He likes movement. He is especially fond of the dramatic, the picturesque, the personal—of deeds of daring, of tales of heroism, of thrilling adventure. He cannot grasp the meaning of events, nor can he appreciate causal relations; but he can understand certain simple facts, elementary ideas, and universal truths symbolized in stories, incidents, and episodes; and these facts, ideas, and truths appeal in a moving way to his emotions, his imagination, and his will.

To this end free use should be made of pictures, photographs, scrap-books, and blackboard illustrations, and something should be done with games and dramatization. The constructive work as suggested in the course will also help to impress a vivid picture of the past; and poetry, songs, and art will contribute to the making of right impressions on the child's sensitive nature.

In the first three grades much of the subject-matter should be presented in story form; in Grades IV and V the

biographical element should receive emphasis. Leaders, heroes, and patriots should be identified with great movements and important situations. But in every case the share of the leader should be made the strong feature; for in that way historic truth makes its strongest appeal to the young. They feel a deep interest in the representative man, who embodies in himself the ideals and aims of the people he represents. Care should be taken to emphasize the social side. Historic leaders do not work for themselves merely, but are impelled by social forces and interests. Here, again, the personal appearance of these men, the pictures of their homes, and selections from their speeches and writings will aid in making the facts vivid.

Much of the work in the first five grades should be oral, especially in the first three as already suggested, and should be presented in story form. The language should be simple, vivid, and colorful, with the distinct aim of making the past live again in the heart and head of the child. The stories should be repeated so that the pupil will become familiar with them, and should form the basis of much oral and written language. As early as the third grade, a part of the pupil's work should take the form of talking and writing from simple blackboard outlines, some of which should be copied into note-books for reviews. In the fourth and fifth grades the pupils themselves, in class work, will help to make out these outlines. Wherever suitable material can be found in historical readers it should be used both in reading and language lessons.

Much of the teaching should be done through language presented in story form, but free use should be

made of the various kinds of objective material already suggested for the preceding grades. Of course histories readers will be found of great service, but nothing can take the place of the teacher's vivid presentation of incidents, episodes, and events, of descriptions, situations, and movements. In Grade VI there should also be brought into requisition a good text-book, from which lessons may be assigned and studied.

In Grades VII and VIII much more can be done with organized history than at any earlier stage. The logic of events, including proper emphasis upon time, place, and other causal relations, should receive consideration. But failure is inevitable unless the immature thought and limited experience of the young learner are taken into account. Only typical events should receive emphasis, and these should be so grouped and so presented as to make definite and vivid impressions. Quality and not quantity should be the key-word. In requiring young children to memorize indiscriminate details that only tradition and certain conventional standards can possibly approve, there is little but text-book cramming, which is stultifying to teacher and pupil alike.

When the pupil reaches the last two years of the grammar school he should be able to make an intelligent use of the text-book. He should have more or less ability to study lessons *after such lessons have been wisely assigned*. This is the natural outcome of all his previous use of books.

Of course the class should not confine its work to one text-book. On the contrary, there should be almost daily reference to histories containing more illuminating, and

therefore more interesting, accounts than those found in the condensed statements to which text-book writers must confine themselves. If suitable reference books in sufficient number are at hand—and there should be several of each kind easily accessible to every class—it will not be difficult so to plan as to make it possible for every pupil to read a brief and definite assignment almost daily. Unless page references are made, pupils will waste time in aimless reading, if indeed they read at all. In addition to the references, special topics should be looked up by individual members of the class. These topics should be selected with reference to the graphic, suggestive, or stimulating quality of the material they embody.

Before the pupil is expected to set about the task of getting ready for the recitation by studying the text-book or looking up the references or special topics, he should receive definite help and suggestion from the teacher so that he may work with intelligence and, it is hoped, with interest. In some cases the teacher will study at least parts of the lesson with the class, but whether this is done or not, the pupil should be led to see the connection of the lesson-facts with what he already knows. If more attention were devoted to such preparatory work, there would be less time wasted in dreamy dawdling over words that have no meaning.

On the assumption of the thoughtful preparation of the lesson, which should be assigned from the standpoint of topics rather than pages, the pupil should be trained to tell in clear, connected, and natural language, the facts he has gathered in his reading and study. Such a result is not likely to follow unless he is permitted to develop a self-reliant attitude in the recitation. Teachers who insist upon constantly interrupting him with questions that disturb the

free expression of his thought deprive him of his natural rights. Only after he has had an opportunity to recite on a given topic should the teacher continue the discussion by asking clear, incisive, thought-provoking questions. They should have a larger purpose than finding the pupil's limit of information. They should aim to clear up misty notions, stimulate interest, and sharpen the edge of curiosity.

Of equal value are those questions which the pupils should be required to prepare for their recitation day by day. They will stimulate thought, and will help the learner to interpret the meaning of the subject-matter. With a skilful teacher much thoughtful work will be the outcome of this method. The questions—and sometimes, especially in review work, an entire recitation may be devoted to them—will call for differences of opinion concerning men and motives. In such cases it will be well to encourage the children to express their opinions with some freedom, even though such opinions are crude and childish, as in the nature of the case they must be. Discussion will help children to form the habit of patiently weighing the pros and cons of a question before reaching a conclusion. It will help them to search patiently for truth and to see its many-sided nature, results which are among the best that can come from historical study.

To strengthen the pupils in this kind of work, the history class should be organized into a debating club, and the club should at stated times have short debates on subjects about which the class already has more or less definite knowledge. Not only will the debating help the pupils to formulate definite ideas and organize well their facts, but it will stimulate them to read for further information.

There is great value in making comparisons of like-

nesses and differences between men, manners, and institutions of various times and places. The opportunities for making such comparisons are many. The following are a few of the examples: In what respects were the Pilgrims and Puritans alike, and in what respects different? Contrast the Virginia settlers, in their character and aims, with the settlers of Massachusetts. Compare the life of the people in Virginia and Massachusetts as affected by geographic conditions. Contrast present modes of travel and transportation with those in use at the beginning of Washington's administration. What was the difference between the American and the English point of view of colonial taxation just before the outbreak of the American Revolution? In what respects were the character and work of George Washington and of Abraham Lincoln alike, and in what respects were they different? What good and what bad results came from the invention of the cotton-gin? Find as many points of likeness and difference as you can between the industrial life of to-day and that in Washington's administration.

After due preparation such comparisons may be made orally in class, and in many cases should be written out in note-books. This is only one way in which note-books may be made useful. But we do not hesitate to say that it is easy to require too much note-book work, which may become mechanical and devoid of special educational value. There should, however, be much written work. It is a good plan to call frequently for short written exercises, and thus test not only the pupil's clearness and accuracy of statement but also the quality of the teaching. Without such written work it is not easy to ascertain how much the individual members of the class are getting out of their instruction. Moreover, certain problems may be presented, the written solution of

which will test the pupil's reasoning power. In such cases the teacher should take care that pupils have the facts and conditions necessary for intelligent thinking. If, for example, McClellan's advance upon Richmond in 1862 is the topic under discussion and the facts are well in hand, the following questions may be asked: Would you have favored an advance overland or by water? Give reasons for your answer. After arriving at Yorktown, would you have made an immediate attack or would you have followed McClellan's plan? If the class is studying Madison's administration, pupils may be asked to tell whether, if they had been living at that time, they would have favored war with England or with France.

To answer such questions is to get some insight into the logic of events. But nowhere is such logic more clearly discernible than in the relation existing between geography and history. As soon as the pupils are able to do so, they should be required to use the map in locating events, and should make free use of outline maps. But care should be taken to use maps which represent conditions pretty much as they were at the time when the events took place. It is a mistake in tracing out the routes taken by explorers, for instance, to use political maps which, on account of the mass of details presented, are confusing and misleading to the pupil. A map with a few important physical facts on which the routes taken are clearly indicated is much better. Quite as important as routes of travel are such geographical conditions as soil, climate, rivers, and mountains. Grammar school pupils can easily see the relation between soil and climate on the one hand and the growth of tobacco in Virginia on the other, and the equally close relation between the cultivation of tobacco in Virginia and the establishment of

rural life there. The same is true for the relation between tobacco and the demand for slavery in Virginia, as well as between the growth of cotton and the extension of slavery in various parts of the South. If the four great staples of the South—rice, sugar, cotton, and tobacco—could have been cultivated to advantage by slave labor in the mountain areas, the Confederate cause would probably have received the cordial support of the people living in those areas, who sent many thousands of soldiers into the Northern army because they had no sympathy with slavery. These are only a few illustrations of how greatly geographical forces and conditions modify historic movements.

Time is another element in the logic of history, for an event may be a result with reference to what preceded and a cause with reference to what followed. To know, therefore, when an event took place, adds to our power of interpreting its meaning; but it is by no means worth while to know the exact date of any but the most significant events, about which the less significant may be clustered. For exact memorizing we may select important dates like 1492, 1588, 1689, and 1789, which stand about a century apart. It is important to know that Columbus discovered America in 1492, but it is not important to know just when the Cabots reached the mainland, nor just when Columbus made his other voyages of discovery. Within fifty years from 1492 the principal Spanish explorations were made. It is not amiss to require pupils to memorize the date when De Soto discovered the Mississippi River, but the exact dates when De Leon, Balboa, Cortez, and Pizarro did their work are not of special value in helping the pupils to reason about the facts of history. With another great event, the defeat of the Spanish Armada by England in 1588, may be associated in

a similar manner Raleigh's attempt to plant a colony in Virginia.

In showing the logical relation of events in history, reviews are of much value. But the subject-matter may be presented in a different manner from the way in which it is presented in advance work. Reviews may be biographical, chronological, or geographical. If they are biographical, events will be centred about representative men; if chronological, the time element will be emphasized; if geographical, the place element will be made prominent. But perhaps the most helpful kind of review is that which deals with separate phases of historical development. The entire attention may be concentrated upon some single movement like the Indian question, the slavery question, the development of transportation and means of communication, the growth of the West, the acquisition of territory, the growth of immigration, the causes of important wars, or some other historic movement. Such a review will enable the pupil to get an insight into development along a definite line. History is so complex that confusion is likely to arise unless certain phases of historic growth are singled out for emphasis.

This method of review indicates that in developing the logic of events the grouping of topics is quite as important as the selection of facts. To the committee there seems to be no good reason why, for example, presidential administrations should, as a rule, have any influence on the grouping of events.

At every stage of the work, more or less should be done with pictures, but they should be carefully selected with reference to their suggestive value in illustrating life—personal, industrial, and social. If too many are used the pupil's imagination will not have an opportunity for due

exercise in recalling the exact situation. Other means of giving a sense of reality and appealing to the feelings are found in visiting historic scenes and in reading source material like letters, journals, diaries, and other personal accounts from the pens of men and women who took part in the events they narrate or witnessed the scenes they portray. But the value of the study of original sources in grammar schools may be easily overrated; for, after all, historic material, whether it consists of letters, journals, manuscripts, or facts gathered by the historian, must be interpreted by the pupil in order that he may appreciate the inner spirit of the life which is described. Although a certain freshness and stimulus come from the accounts written by eye-witnesses or by the participants in the events, yet these accounts are only symbols and must themselves be interpreted before the truth can be discerned. For such interpretation the young mind will find the best help in the illuminating pages of the great historian, whose genius has been applied to reproducing with imaginative power the men, the manners, and the institutions of by-gone days.

Of course poetry and fiction have great value and should be brought into requisition at various points where they can make the deepest impression upon the life of the pupil. Many of our patriotic poems should be studied or learned, but the historic setting—when there is an historic setting—should first be carefully presented in order that the meaning of the poem may be better understood. As has been well said, "Poetry paints what history describes"; and the novelist can vividly present in concrete detail the motives and ideals that are characteristic of the age. Both poetry and fiction will help the pupil to reexperience the best that men have felt and thought and done.

As has been suggested more than once in this discussion of method, the moral element is of surpassing importance in history. Truth has its supreme embodiment in personality. Therefore special emphasis should be given to personal force, because it is truth in the concrete and the great life principles as they have been embodied in individual men that win the deep interest of the boy or girl in the grammar school. By emphasizing the service of distinguished men as they are identified with great social, industrial, and political movements, the pupil will get at the true meaning of history, for the aims and aspirations of great leaders reveal the aims and aspirations that inspire the people.

AN OUTLINE FOR TEACHING THE DEVELOPMENT OF A CONSTITUTIONAL GOVERNMENT IN THE EIGHTH GRADE DURING THREE LESSONS OF FORTY MINUTES EACH.*

Objective material:—Pictures of Independence Hall and of Washington, Madison, Franklin, and Hamilton. Copies of the Constitution. Maps showing distribution of votes in the adoption of the Constitution by the States.

Method:—Review by rapid questioning or by topical recitation from the blackboard outline. Advance lessons developed by teacher from references; from the pupils' knowledge of English and colonial government; by class research in text-books and in copies of the Constitution.

*The Committee is under obligation to Miss Blanche A. Cheney of the Lowell Normal School for this outline.

References for the teacher:—

Bancroft: History of Constitution of the United States,
2 vols.

Fiske: Critical Period, pp. 212-345.
Gay: James Madison, pp. 88-127.

Texts and references for pupils:—

Copies of the Constitution.

Short histories of the United States by Fiske, Gordy,
Mace, McMaster, Scudder, Woodburn, and Moran,
etc.

Reference books:—

Hart: American History Told by Contemporaries, III,
pp. 198-254.

— Formation of the Union, pp. 121-135.

Hill: Liberty Documents, pp. 244-285.

McLaughlin: The Confederation and the Constitu-
tion, pp. 168-317.

McMaster, Vol. I, pp. 416-423; 436-502.

Schouler: Vol. I, pp. 19-70.

Walker: Making of the Nation, pp. 19-62.

I. THE FEDERAL CONVENTION.

1. Steps leading to the Convention: Failure of the
Confederation. Annapolis Convention.

2. Time and place.

3. Leaders: Washington, Franklin, Madison, Ham-
ilton.

4. Difficulties: Great task of forming a government
which should act directly upon the people in-
stead of the States; want of authority; jealousy
of Congress; prejudices of the people; dis-
sensions among members of Convention.

5. Discussion of the plans submitted: New Jersey
plan—simply amended Articles of Confedera-
tion. Virginia plan—a radical cure for all
evils of Confederation.

6. The framing of the Constitution on the Virginia plan.

- a. Sources of the Constitution: English laws and institutions; colonial legislatures; State constitutions; experience of the defects of the Articles of Confederation; original features.
- b. Three departments of Federal government: Legislative, executive, judicial.
- c. The great compromises: State representation; slave representation; slave trade and commerce.
- d. Powers granted Federal government and States. (Dwell upon importance of power of coercion and taxation.) Inference: Constitution grants Federal government power over affairs that concern *all* the States and cannot be settled harmoniously by the States acting separately; the States are allowed all powers not specified in the Constitution, particularly the right to manage their own internal affairs.
- e. Other important features: The Constitution, the supreme law of the land, the "elastic clause."
- f. Signing of the Constitution and adjournment of the Convention. (Franklin's prophecy.)

II. RATIFICATION OF THE CONSTITUTION.

- 1. Constitution submitted to Congress.
- 2. Congress transmitted it to the State legislatures.
- 3. Reception by the people: Arguments pro and con; Federalists and Anti-Federalists.
- 4. State Conventions called.

5. Adoption by States, 1788. (Use maps showing distribution of votes in McLaughlin, Confederation and Constitution, pp. 279-301.)

III. THE CONSTITUTION IN OPERATION, 1789.

IV. THE BILL OF RIGHTS.

1. Massachusetts' objection and proposition.
2. Provisions: Freedom of speech, press, religion; right to petition Congress, trial by jury, bear arms, etc. (Compare with the English Bill of Rights.)
3. Adopted by Congress, 1791.

V. CHARACTER OF THE CONSTITUTION.

1. Hayne's view—"A compact of sovereign States."
2. Webster's view—"The people have declared that this Constitution shall be the supreme law."
3. Bancroft's view—"The Constitution creates an indissoluble union of imperishable States."

For later views by Hart, McLaughlin, Thorpe, etc., see Hill, *Liberty Documents*, pp. 273-285.

AN OUTLINE FOR TEACHING THE BIRTH OF THE GERMAN NATION IN THE EIGHTH GRADE.*

Time allowance:—Four lessons of thirty minutes each.

OBJECTIVE MATERIAL:—Pictures of King William, of Bismarck, of Napoleon III, of the battle of Sadowa, and of the scene at Versailles when the Emperor was proclaimed. A sketch map on the board, chalk lines of different colors to show the territory of the Austrian Empire, of France, of Italy, and Schleswig-Holstein, and a daily increasing number of battlefields and cities mentioned in the lesson.

* The Committee is under obligation to Miss Blanche Hazard of Cambridge, Massachusetts, for this outline.

METHOD.

We began by joining the idea of this new nation's birth with that of the struggle to save our own through the Civil War and reconstruction. With this link secured, the advance lesson was developed from new material and reproduced orally. In each lesson after the first a review was made of the whole subject as far as it had been taught. At the close of the fourth lesson the class read aloud a biography of Bismarck. Here they recognized facts and impressions quickly. Last of all, as a part of their English work, the class wrote a story of the birth of the German nation.

References for the teachers:—

- Henderson, E. F.: Short History of Germany.
Phillips: Modern Europe.
Robinson, J. H.: Readings on History of Western Europe, Vol. II.
Bismarck: Reflections and Reminiscences.
Bourne, Henry E.: Mediæval and Modern Europe.
Whitcomb, I. B.: Heroes of the Nations.

I. INTRODUCTION.

While the United States are struggling to save their nation in 1861-1865, German states are trying to form a nation. Italy trying also to form a nation.

II. CONDITIONS IN GERMANY after Napoleon I's conquest.**III. CONGRESS OF VIENNA in 1815 organized the German Confederation.**

1. Members of Confederation.
2. Leader—Austria.
3. Action through Diet or Council of Representatives.
4. Rivalry within Confederation—between Prussia and Austria.

IV. CUSTOMS UNION.

1. Members—nearly the same as those of the German Confederation.
2. Bond—treaties to secure free trade among themselves.
3. Leader—Prussia.
4. Austria outside of this union.
 - a. Reason—needed protective duties.
 - b. Result—bitterness.

V. RIVALRY between political union and economic union.

1. Reason.
2. No real unity.
3. Benefit—training school for states under Prussian leadership.

VI. KING WILLIAM I OF PRUSSIA UNDERTAKES TASK OF SECURING GERMAN NATION.

1. Accession to throne of Prussia, 1861.
2. Belief in strong army.
3. Chief advisers—Bismarck and Von Moltke.
4. Prorogues Parliament when it refuses to increase army, and then makes ordinances while “they were not in session.” This was constitutional but high-handed.

VII. WAR WITH AUSTRIA NECESSARY TO DECIDE RIVALRY AND TO LET GERMANY BECOME A NATION UNDER PRUSSIAN LEADERSHIP.

1. Problems to be solved.
 - a. Who should declare war?
 - b. On what pretext?
 - c. On which sides would the small states array themselves?
 - d. What would be the attitude of neighbors?
 1. Of Italy { which allies?
 2. Of France { which foes?
 3. Of Russia { which neutral?

2. Preparation for distant but desired war.
 - a. Bismarck secures gratitude of Russia by closing Prussian frontier to Polish insurrectionists.
 - b. Prussia shows Italy their common interests in trying to secure national unity and their common foe, Austria; hence compact.
 - c. Prussia finds Napoleon III. and France holding aloof.
3. Occasion—Quarrel over Schleswig-Holstein, 1863.
4. War is declared when Prussian troops entered Holstein "to prevent revolutionary ideas nourished by Austria from spreading there," and into Schleswig which was under Prussian rule.
5. Austria calls old diet, and that body declares war on Prussia.
6. Prussia retaliates by declaring German Confederation dissolved.
7. Course of Austro-Prussian War. "Six Weeks' War."
 - a. Hanoverian troops captured, Saxony overrun, and Bohemia invaded by Prussian army.
 - b. Italy attacks Austrian troops in Venetia, but fails.
 - c. Decisive battle at Sadowa, 1866—Prussian victory.
8. Peace made at Prague.
 - a. Both sides ready: why?
 - b. Terms: Bismarck's demands are slight and respect Austria's rights within *Austria*.
9. Prussia recognized as *leader in Germany*; Hanover, Hesse-Cassel, Schleswig-Holstein added to Prussia.

VIII. NORTH GERMAN FEDERATION FORMED.

1. Members—German states north of the Main.
2. Leader—Prussia.
3. President—Prussian King.
4. Constitution provides for a federal government, a federal council (Senate), and Reichstag (popular assembly).
5. Powers of this federal government.

IX. THE WINNING OF SOUTHERN GERMANY.

1. Barriers—religion and traditions.
2. Ready for partial union with Prussia in a Customs Union.
3. Made secret treaties of defensive alliance with Bismarck.
4. Refused Napoleon III's overtures.
5. Gave full allegiance to Prussia at close of Franco-Prussian War.

X. LAST STEP IN ESTABLISHING GERMAN NATION—FRANCO-PRUSSIAN WAR, 1870-1871.

1. Cause—rivalry of Austria and Prussia.
2. Occasion—the misquoted telegram.
3. Allies—all German states except Austria *vs.* France.
4. Course—Details, leaders, campaigns, victories.
5. Peace—dictating of terms at Versailles where King William of Prussia was declared Emperor of the German nation.

ILLUSTRATIVE MATERIAL

Langl, Historical Pictures, about 24 x 18 inches, unmounted, about 75 cents each.

(1) Modern Athens, with Acropolis; (2) Parthenon, present condition; (3) Parthenon restored; (4) Discus Thrower; (5) Hermes; (6) Venus of Milo.

For the appearance of the Greek in peace and in war the following four pictures: (7) the statue of Sophocles; (8) Greek funeral slab, as in Botsford, *Ancient History for Beginners*, p. 252; (9) Tanagra woman; (10) a Greek warrior of the Alexandrian period, from the Alexandrian Sarcophagus. (11) Zeus, the Zeus Otricoli; (12) Athena, the Lemnian, full statue; (13) Apollo Musagetes, in long flowing robe, or Apollo and the Muses.

Roman: (1) the Forum (restoration by Huelsen); (2) Triumphal Arch, Constantine's Arch; (3) the Colosseum, exterior view; (4) Colosseum, interior view, or interior of amphitheatre in France (Nîmes or Arles); (5) Roman aqueduct; (6) Roman road (perhaps gateway of Perugia with view of the Appian Way); (7) a Roman general addressing his soldiers (colored reconstruction published in Germany); (8) a Roman in toga; (9) a vestal virgin (antique statue).

Christianity and mediæval times; for the beginning of the Christian Era: (1) Sistine Madonna; (2) Perugino's Birth of Christ and Adoration of the Shepherds, at Perugia; (3) Crucifixion, Perugino, from fresco in Florence; (4) primitive German life, a German court-yard (chromo-lithograph); (5) monastic life, showing the various occupations of the monks; (6) a tournament; (7) a castle; (8) cathedral at Rheims; (9) the Alhambra; (10) Crusaders before Jerusalem (Lohmeyer *Wandbilder für den Geschichtlichen Unterricht*).*

These and other publications of illustrations for school purposes can be obtained through any importer of German books.

In addition, reproductions of: (1) Alma Tadema, Fes-

* Numbers 4 to 7 in this list appear in Lehmann, *Kulturgeschichtliche Bilder* (colored); numbers 8 and 9 in Langl, *Bilder Zur Geschichte*; number 10 as indicated above.

tival of the Roses; (2) Alma Tadema, Vestal Virgin; (3) Gerome, Pollice Verso; (4) Gabriel Max, The Christian Martyr.

The attention of the pupils could be called to the fact that these four modern paintings represent the personal impressions of the artists who have, however, been exceedingly accurate in their studies of the architectural material at hand. In the same way the German chromo-lithographs, like the representations of Monastic life, the Crusaders before Jerusalem, etc., are conscientious interpretations in form and color of the source material available.

To the pictures previously mentioned may be added the representations of the Bayeux Tapestry, that can be found in Gardiner's Student's History of England. Also reproductions of Carpaccio, pictures of Venice and the Plaza San Marco, as well as representations of the church of San Marco, as type of the relationship with the East.

Representations in colors of the Saracenic influence in architecture, revealed in the Dome of Palermo and the Cloisters of Monreale at Palermo.

ELEMENTARY CIVICS

We believe that elementary civics should permeate the entire school life of the child. In the early grades the most effective features of this instruction will be directly connected with the teaching of regular subjects in the course of study. Through story, poem, and song there is the quickening of those emotions which influence civic life. The words and biographies of great men furnish many opportunities for incidental instruction in civics. The elements of geography serve to emphasize the interdependence of men—the very

earliest lesson in civic instruction. A study of pictures and architecture arouses the desire for civic beauty and orderliness.

It is recommended that civics and history should, so far as possible, be taught as allied subjects with the emphasis at one time upon history and at another time upon present civics. Along with the incidental instruction in civics, there should be given suitable lessons in the present-day political activities connected with the life of the child. He should gradually come to realize that each political unit: town, city, state, nation, is a group of people organized in such a manner as to do for the members of that group those kinds of work which all need to have done.

The *special* aim in the teaching of civics therefore should be to help the child realize himself as a member of each political group that does work for him. It should help him to realize as concretely and vividly as possible:

1. What the most important things are that are done for its members by each political group.
2. That there is a division of labor among these groups:—town, city, state, nation, each in the main doing the work that is needed by its own members.
3. The general way in which the members of each group do their work—in other words, learn about the officers, laws, elections, taxation, etc., of each unit as merely the machinery by which the needed work is done.
4. That there should always be a reciprocal exchange; honest service for honest support between the members of each group—"the public"—and the smaller number of members—"office holders"—who are chosen to have special charge of the work of the group.

Specific civic instruction cannot be carried on to ad-

vantage, it is thought, earlier than the fifth grade. In the fifth and sixth grades definite instruction in civics should be given, and this instruction, as indicated below, should have a direct bearing upon the local affairs of the community in which the child lives. In the seventh and eighth grades the instruction should be still more formal. The Committee is of the opinion that the best results can be secured in the teaching of government in the seventh and eighth grades when pupils are assigned definite readings which deal with civic affairs. Many of these assignments should accompany the regular lessons in history, that is, correlation between the study of history and civics should, when possible, be maintained. There are, however, many topics dealing with National, State, and municipal affairs which do not grow naturally out of the discussion of any event in American history which should be discussed with pupils of these grades. It is believed that these could be taken more advantageously as separate lessons after the completion of the work in history and for which provision should be made in the programme.

NOTE:—Stated approximately, the time to be given civics should be at least twenty minutes a week for a half year in grades five and six; forty minutes in grade seven, and sixty minutes in grade eight.

FIFTH GRADE:—*a.* The “run to a fire” is of interest to pupils of all grades, but it is recommended that a study of this activity be made in the fifth grade. By visiting a fire station, the child may be taught better to appreciate the system now in use in the cities in contrast with former methods of fighting a fire. It is a community interest supported by the people, and the people have a right to insist upon the

most efficient service possible. Besides, there is no better material for the purpose of developing, in the child, high ideals of bravery and faithful performance of duty than in a study of our modern city fire departments. The child should get an idea of the organization of a fire company and the relation of one company to another. He should learn of the causes and prevention of fires.

b. The Police department studied in a like manner.

c. The coming of the postman furnishes the occasion for the introduction of an elementary account of the post-office system.

d. He should be taught to see the nature of the services rendered by, and his obligation to, the "garbage-man" and the street sprinkler. A discussion of the systems of streets and alleys and parks, and care therefor, should be introduced.

e. Schools and public libraries.

SIXTH GRADE:—As in the fifth grade, the thing done should be kept foremost. Excursions should, whenever possible, be made to the places talked about.

a. Water supply and sewerage system.

b. (1) The Board of Health and the Commissioner of Health who report on epidemics, grant permits, post notices, and enforce the laws and ordinances relative to the preservation of health in a community; (2) Sanitary and plumbing inspectors, whose duties are to visit tenements, shops, etc., and issue and investigate complaints; (3) Hospitals.

c. Suffrage, immigration, and naturalization.

d. Juvenile courts.

e. The simplest form of city government may here be introduced with mayor and council. Why they are needed, and their duties. Caucus and elections.

SEVENTH GRADE. NOTE:—Through the elementary history of the seventh grade the child progresses from the isolation of local units to the Union produced through the Revolutionary War—from colonial forms of government and life to State. The names of colonial governor, assembly, senate, charter have become known to him. Governor, legislature, constitution, as in part developed from these, ought, at least, to receive brief attention. Interest in his history, also, will have been increased if a present condition is used to illustrate a past fact; as the Stamp Act in 1765 and Internal Revenue Stamps; Writs of Assistance, and Search Warrants.

The aim of the instruction here should be to bring out other concrete functions of local and State governments than those previously developed. Now the machinery through which these functions are performed is made more prominent but should not be made the primary object.

- a. Overseers of the poor.
- b. State charities, asylums, almshouses, etc.
- c. State schools.
- d. State penal institutions.
- e. How care is taken of forests and parks by State and National aid.
- f. Government construction of roads, canals, harbors, etc.
- g. State government. State taxation.

EIGHTH GRADE:—The pupil has now advanced in his history to the formation of the National government and its development. A discussion of a number of the topics will call for the study of topics which may strictly be classified as in the domain of civics, as: methods of selecting presidential electors, nomination of candidates for President and Vice-President, Presidential succession, etc.

After doing the work already outlined, the pupil should study National government as it works to-day. The aim should be again, not so much to know the machinery as the functions of the various parts. Comparison should also be made in an elementary way of town, city, county, State and National governments. There should likewise be the gathering together of the various threads of concrete civic study done in all the preceding grades.

Much valuable supplementary instruction in civics may be given, especially in the last two grades, by introducing for discussion, during the general exercise, topics related to the different lines of human activity, such as: child labor, corruption in politics.

If "good citizenship must be the religion of our common schools," the introduction of such a course, or one with like aims, into our public school programmes, needs no appeal. We want our children to receive that sort of instruction which will fit them for citizenship in the largest sense. Having progressed from grade to grade and taken up the concrete civic topics of the course, the pupil should come to see clearly:

- a. The division of labor among the different political units.
- b. That the machinery of these units demands intelligent support from citizens, and should exist merely for the purpose of rendering service back to him.
- c. Special methods of local city government, officers, ideals, etc.
- d. That in the many-sided life of our American democracy there are opportunities on every hand for American boys and girls to exercise all they have found brave and wise and true in the study of their European and American ancestry.

BIBLIOGRAPHY.

Much assistance may be gotten by the teacher in the presentation of these topics from annual reports by the various officers and departments, such as the fire department, board of health, charity organizations.

There are numerous text-books suitable to pupils of these grades. Bryce's American Commonwealth is excellent for reference.

Respectfully submitted,

JAMES ALTON JAMES, Northwestern University, *Chairman.*

HENRY E. BOURNE, Western Reserve University.

EUGENE C. BROOKS, Trinity College, N. C.

WILBUR F. GORDY, Superintendent of Schools, Springfield, Mass.

MABEL HILL, Lowell, Mass., Normal School.

JULIUS SACHS, Teachers' College, New York.

HENRY W. THURSTON, Chief Probation Officer, Chicago, formerly of the Cook County Normal School.

J. H. VAN SICKLE, Superintendent of Schools, Baltimore.

APPENDIX I.

THE PRESENT CONDITION OF HISTORY IN THE ELEMENTARY SCHOOLS.

At the first preliminary meeting of the Committee it was decided that a knowledge of what was actually being done in the teaching of elementary history in the schools of the country was essential to the making of any programme. A circular of inquiry was prepared and sent to some two hundred and fifty superintendents of schools. The schools were selected from thirty-five different States, usually upon the recommendation of some one familiar with the educational work of the State. Typical schools were, as far as possible, selected, varying from the school in a town of one thousand inhabitants to the schools of the large city. The letter was as follows:

MY DEAR SIR:

You are well aware of the good results accomplished in the high schools through the efforts of the Committee of Seven of the American Historical Association. A year ago, this Association appointed a Committee of Eight to consider the subject of history in the elementary schools. It is hoped that the Committee of Eight may present suggestions for a programme in history for the elementary schools which will be generally acceptable to superintendents and teachers.

May we, therefore, ask your coöperation? The Committee will be gratified if you will answer the accompanying

questions relative to the course of study in history actually given in your elementary schools. Your answer is not to be made public, and even brief replies will be appreciated.

1. What courses do you give in history (biography or technical history) in the following grades?
2. How many periods a week are allowed history in the several grades?
3. To what extent is supplementary material introduced—books, other illustrative matter?
4. Do the teachers in the grades have any special training for teaching history?
5. Is State history taught?
6. To what extent has the teaching of civics been introduced?

About one hundred and fifty of the answers returned were sufficiently complete to justify a few general conclusions on what is being done. These inferences have been strengthened by many personal letters from superintendents expressing deep interest in what the Committee was attempting to do, and from a knowledge on the part of the members themselves of the conditions obtaining in their own States. It will be seen by examining the replies that : (1) While too great a number of schools have still to find an adequate place for history in their programmes, a large majority of superintendents have seen fit to give the subject sufficient time to secure good results. (2) The content of the courses varies greatly. (3) Much remains to be accomplished in the preparation of teachers.

The summaries follow the order of the questions:

1. A study of one hundred and fifty replies shows that about ninety-six schools have provided for some history in

all of the grades; six in seven grades; fourteen in six; ten in five; eight in four; ten in three, and six in two. Seventy provide for the teaching of American history alone in the last three or four grades. Unfortunately, in many cases, this is accomplished by using an elementary text on the subject in the fifth and sixth grades, and a more advanced book for the remaining grades, covering the same field. Forty schools give from one-half to one year of English history, usually in the seventh grade.

2. The time assigned varies greatly. Two schools in widely different sections of the country show: (1) Three periods of twenty minutes each throughout the year in grades two, three, and four; three periods of thirty minutes in grades five and six; two of forty minutes in grade seven, and three of forty minutes in the eighth grade. (2) Third and fourth grades, two fifteen-minute periods a week; fifth and sixth, two twenty-five-minute periods; seventh, two twenty-five-minute periods during one-half year and five forty-five-minute periods the second half-year; eighth, five forty-five-minute periods.

3. All the replies indicate an appreciation of the necessity for material to supplement the text, even though great difficulty is experienced in securing sufficient appropriations for such equipment. The public library, at times, under the control of the school board, does effective coöperative service.

4. One-seventh only of the schools from which answers were received, have introduced departmental instruction and require special training in teachers of history in the last two grades. In some instances the sixth grade is also included.

5. State history is taught in one-half of these schools. The demands of the legislatures for the teaching of this

subject seem to be satisfied, in the majority of instances, by giving it in connection with State geography.

6. Eighty of the schools provide for teaching civics in the eighth grade, usually as a special subject, during the last half-year; twenty in the seventh and eighth grades; eight in the last three grades; three in the last four; seven in the last five, and one in all grades.

We here present a time table of studies which is now in operation in a city school, with the hope that it will prove suggestive to superintendents who are unable to find an adequate place for history in their programmes. The leading subjects only are included:

COURSES OF STUDY.

TIME TABLE, IN MINUTES PER WEEK, FOR THE PRIMARY AND GRAMMAR SCHOOLS.

	1ST YEAR	2D YEAR	3D YEAR	4TH YEAR	5TH YEAR	6TH YEAR	7TH YEAR	8TH YEAR	9TH YEAR
Reading	755	590	520	300	220	200	160	150	150
Arithmetic . . .	150	210	240	250	280	280	280	280	180
Algebra	--	--	--	--	--	--	--	--	120
Grammar	--	--	--	--	--	--	130	150	170
Composition and Language	--	75	75	150	150	200	100	100	100
Geography	--	--	30	180	180	180	170	150	150
History	20	20	30	40	60	60	140	150	150
Spelling	60	90	90	100	100	100	100	100	90
Writing	60	60	60	60	60	60	60	60	60
Drawing	60	60	60	60	60	60	60	60	60
Music	60	60	60	60	60	60	60	60	60
Nature Study . .	30	30	30	60	60	30	30	30	30

APPENDIX II.

History in the elementary schools in Germany begins (usually) in the fourth school year. In some instances it begins in the third school year. Two hours per week are devoted to the subject. The work is confined mainly to biography and it deals almost exclusively with national history. Correlation with geography is close. This is favored by the equalization of the time devoted to these two subjects after the third school year and by the limited field covered in the two subjects. The predominance of the national both in geography and in history is a marked characteristic.

The topics treated in Berlin are the following:

- | | |
|---|--|
| Fourth School Year . . . | National biography. |
| Fifth School Year . . . | Review biographies; take chivalry, the Crusades, growth of towns, inventions, discoveries, the Reformation, the Thirty Years' War, and the founding of the kingdom of Prussia. |
| Sixth School Year . . . | National biographies, the American revolution, the French revolution, the Napoleonic Empire, analysis of the Prussian government, and the freedom and union of Italy. |
| Seventh and Eighth School Years | The history, government, and civilization of Germany and Prussia. |

In Leipzig the following:

- | | |
|--------------------------|---|
| Third School Year . . . | History of Leipzig. |
| Fourth School Year . . . | History of Saxony. |
| Fifth School Year . . . | Leading points in the history of Germany. |
| Sixth School Year . . . | Short selections from Greek, Roman, and Assyrian history.
Old German history to Charlemagne. |
| Seventh School Year. . . | History to the Thirty Years' War. |
| Eighth School Year . . . | History of Brandenburg. German history to the present time. |

In Prussian higher schools in years corresponding to the elementary years IV to VIII the Lehrplan shows the following arrangement:

- | | |
|--------------------------------|--|
| For Quarta (Year IV) . . . | National history beginning with events closely related to the pupils' environment and working from the known to unknown. |
| For Quinta (Year V) . . . | Legendary history of Greece and Rome. |
| For Sexta (Year VI) . . . | Grecian history to the death of Alexander the Great, and Roman history to the death of Augustus. |
| For Untertertia (Year VII). . | To the end of the Middle Ages. |
| For Obertertia (Year VIII) . . | To the accession of Frederick the Great. |

Formerly two years of mythology and biography preceded the early history of Germany. The plan pursued in the elementary school and the change of plan in the higher schools indicates the purpose of the government to use history to forward in a direct manner the making of patriotic citizens. The Herbartians argue for greater continuity in the course and for character building as the direct aim rather than patriotism, as the latter is sure to follow the former.

Text-books in history are little in evidence. The reading book contains carefully selected historical material, and there are other texts that may be purchased, but their purchase is not obligatory. The method of presentation is the oral method. The teacher speaks for two or three minutes and then questions on what he has said. He asks a separate question for each important point. After the whole has been repeated by one or two children, the teacher gives more facts which are dealt with in the same manner, and so on through the lesson.

In the lower classes pictures are extensively used. In the higher classes notes and dates are dictated. These are copied and learned. In the Leipzig Lehrplan sixty or seventy dates are given which the pupils are expected to learn.

In the French curriculum the following topics appear:

In years II, III, IV, V . Elementary French history, chiefly biography.

Beginning with the sixth grade the so-called Premier (first) Cycle is introduced, which provides for the elementary presentation in that grade of the History of Antiquity.

VII. Middle age.

VIII. Modern times.

IX. Contemporary period since 1789.

The London Board of Education issued a circular for history teachers in 1908 which provides for elementary history as follows:

"The first stage, which begins at the earliest age and ends at about the age of twelve, will consist almost entirely of stories. The pupils should become familiar with the chief events and characters from the history of the most important nations, in their traditional form. Where the field is so great there is endless scope for selection, but it might include, besides the obvious stories from the history of the British Isles, stories such as those of the Siege of Troy, the Persian Wars, Alexander the Great, stories from Roman history, the fall of Jerusalem, and the history of the Early Church, the sack of Rome by Alaric, and the invasion of Attila, Charlemagne, The Cid, St. Louis, St. Francis of Assisi, William the Silent, Columbus and other explorers, Galileo, Washington, Garibaldi."

"The work of the years from about twelve to about sixteen is the most difficult to arrange."

"In nearly every school it will be necessary here to place a formal course covering the whole of English history from the invasion of the Romans to the present day. For this not less than three years is necessary. The best arrangement seems to be to divide the course into three parts, in chronological succession, assigning one part to each year, and, if possible, to give one year to general revision, laying special stress on those matters which, owing to their difficulty, were omitted before."

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